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GENEALOGY
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IN publishing our catalogue in this attractive form, we are doing so in the hope that this important school question will have full consideration and final decision in the home.

Our experience has been that an attractive catalogue appeals more to the discriminating parent, and is a far better investment than money spent in large promiscuous display advertising. Over ninety per cent of the patronage of the Northwestern Military and Naval Academy comes from old students and friends of the school.

In this book will be found a complete statement of our aims and the work of the school.

The students publish a school paper, "THE LOG BOOK" which contains accounts of the athletic and other student activities, a copy of which will be gladly mailed on request.

Index

	Pages
Academic Staff and Officers	6
Military Organization	9-20
Catalogue of Students	23-28
History and Objects	29-33
Location	34
Grounds and Buildings	37-42
Courses of Study	45-46
Schedule of Studies	49-50
Outline of Instruction	53-77
Scholarship	78-85
Prizes	86-89
Gifts	90
Hygiene and Physical Culture	93-97
Religious and Moral Training	98-105
The Military Department	106-117
Naval Department	118
Amusements	121
Admission of Students	122-126
Financial	129-134
How to Reach the Academy	137
The Uniform	138-141
The Outfit	142-145
General Remarks	146-149
Table of Employment of Time	150
Calendar, 1922-1923	153
Award of Prizes	154-158

CATALOGUE

July, 1922

Northwestern Military and Naval Academy

Founded 1888 — Reincorporated 1911

Endowed 1918

Designated by the War Department an
HONOR SCHOOL

Lake Geneva, Wisconsin

Formerly Highland Park, Illinois

Member
Association of Military Colleges and Schools
North Central Academic Association
North Central Association of Colleges
and Secondary Schools

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Major H. M. Nelly, *U. S. Army*

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Commandant Great Lakes Training Station

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Representing the Adjutant General
Major William F. Lorenz, *Wis. N. G.*
Representing the Department of Health
Prof. F. O. Holt
Representing the Department of Education

Academic Staff and Officers

SUPERINTENDENT

COLONEL R. P. DAVIDSON, O. R. C., U. S. Army

COLONEL T. W. WINSTON, U. S. A., *Retired*
Aid to the Superintendent

PRINCIPAL ACADEMIC DEPARTMENT

MAJOR HENRY H. ROGERS, PH. B., M. D.
(Graduate U. S. Naval Academy)

ALBION B. LEWIS, A. B., A. M.
Assistant to the Principal
In Charge of Preparation for College Entrance Examinations

INSTRUCTORS

MAJOR GEORGE W. REDDICK, A. M.
In Charge of Library and Study Rooms

CAPTAIN ROBERT C. SHAW, A. B.
Latin

MAJOR CHARLES N. SISSON, A. M.
History and French

A. J. VAN SPEYBROECK, PH. D.
English and French

DANIEL F. HOAR, A. B.
English

LESTER N. HAMBLIN, B. S.
Mathematics

C. LAHMAN, A. B.,
Natural Sciences

SAMUEL A. DEZALL, A. B.
Spanish

S. D. COTTER, B. S
History and Mathematics

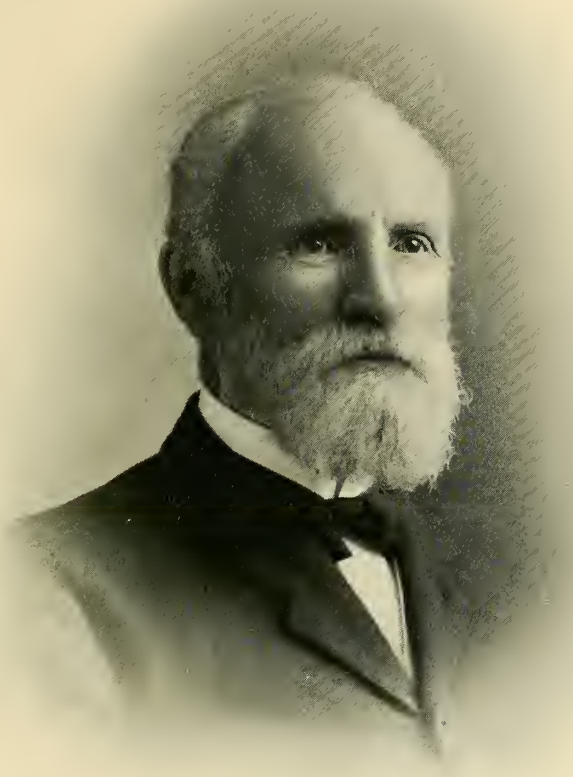
HAROLD J. FALLON
Drawing and Manual Training

LIEUTENANT M. M. DARST, 10TH INF., U. S. A.
Professor of Military Science and Tactics

ROBERT W. TOWNLEY, B. S.
Physical Director

LIEUTENANT COLONEL ALVAR L. BOURNIQUE
Dancing and Physical Culture

EARL G. BECK
Music and Harmony



COLONEL HARLAN PAGE DAVIDSON
Founder

Born Hookset, N. H., September 15, 1838
Died Avon Park, Fla., January 19, 1913

Military Organization

COMMANDING OFFICER

COLONEL R. P. DAVIDSON, O. R. C., U. S. A.

CAPTAIN J. W. ROY, INF., WIS. N. G.
Aid to the Commanding Officer

CAPTAIN M. M. DARST, 10TH INF., U. S. A.
Detailed by the Secretary of War
Professor of Military Science and Tactics

TACTICAL STAFF

MAJOR C. N. SISSON, INF., O. R. C., U. S. A.
CAPTAIN J. W. ROY, INF., WIS. N. G. *Tanks and Machine Guns*
CAPTAIN R. C. SHAW, INF., WIS. N. G. *Bayonet Instructor*
CAPTAIN G. W. CURLESS, M. D., O. R. C., U. S. A. } *Post Surgeons*
DR. W. H. MACDONALD }
CAPTAIN L. G. DEIGNAN *Quartermaster*
LIEUTENANT R. W. TOWNLEY, O. R. C., U. S. A. *Physical Drill*
PROFESSOR EARL J. BECK *Band and Orchestra Director*

CADET BATTALION COMMANDER

MAJOR L. H. T. DEHMLOW, JR.

"A" COMPANY

Captain W. Larrabee III.
First Lieutenant L. C. Sarles
Second Lieutenant R. P. Robertson
First Sergeant J. A. Bailey
Sergeant L. M. Culver
Sergeant E. C. Davis
Sergeant S. S. Fox
Sergeant R. K. Herbst
Sergeant A. L. Shafton
Corporal C. A. Braun
Corporal O. Everett
Corporal C. K. Hayes
Corporal R. S. Henry
Corporal E. F. Orr
Corporal F. G. Phillips
Corporal H. T. Posner
Corporal T. F. Schroth
Corporal R. E. Watson
Lance Corporal D. G. Wilmarth
Lance Corporal B. L. Wolf

Cadet M. J. Abrahamson
Cadet M. Aldrete
Cadet W. S. Allmond
Cadet J. V. Annoreno
Cadet W. L. Barton
Cadet F. W. Bishop
Cadet W. E. Brown
Cadet G. W. Buckingham
Cadet J. F. Crofoot
Cadet H. A. Diemer
Cadet F. M. DuDevoire, Jr.
Cadet I. B. Ecker
Cadet L. D. Feiges
Cadet G. C. Harris
Cadet G. E. Hartman, Jr.
Cadet W. A. Hayssen
Cadet W. M. Healey
Cadet E. C. Hoffman
Cadet L. G. Kaufman, Jr.
Cadet R. Kellogg
Cadet C. A. Krause, Jr
Cadet C. M. Lake
Cadet C. H. Lind
Cadet R. E. Lindgren
Cadet E. G. Locher, Jr.
Cadet D. O. Lowry
Cadet S. F. Lynch
Cadet J. G. Manwaring
Cadet A. F. Marthens
Cadet D. H. McGill
Cadet G. E. Mills
Cadet E. F. Murphy
Cadet S. S. Pack
Cadet R. L. Peck, Jr.
Cadet S. F. Pletcher
Cadet H. C. Reynolds
Cadet F. M. Robbins
Cadet J. P. Roenitz
Cadet S. L. Rowland
Cadet W. A. Rueping
Cadet H. C. Schirding
Cadet A. F. Stack
Cadet C. F. Tanner, Jr.
Cadet J. A. Timmons
Cadet R. Van Trump
Cadet J. J. Wadas
Cadet F. R. Weed
Cadet R. I. Welles
Cadet B. Williams
Cadet J. M. Wineman
Cadet M. S. York

FACULTY AND STAFF

Company Machine Gun Detachment

First Sergeant J. A. Bailey
Sergeant L. M. Culver
Sergeant S. S. Fox, Commanding
Sergeant A. L. Shafton
Corporal C. K. Hayes
Corporal R. S. Henry
Corporal F. G. Phillips
Corporal T. F. Schroth
Corporal R. E. Watson
Cadet W. E. Brown
Cadet G. C. Harris
Cadet C. F. Tanner, Jr.

Company Engineer Corps

Captain W. Larrabee III.
First Lieutenant L. C. Sarles
Cadet F. M. DuDevoire, Jr.
Cadet G. E. Hartman, Jr.
Cadet C. A. Krause, Jr.
Cadet R. E. Lindgren
Cadet S. F. Lynch
Cadet E. F. Murphy
Cadet S. L. Rowland
Cadet W. A. Rueping
Cadet R. Van Trump
Cadet J. J. Wadas

"B" COMPANY

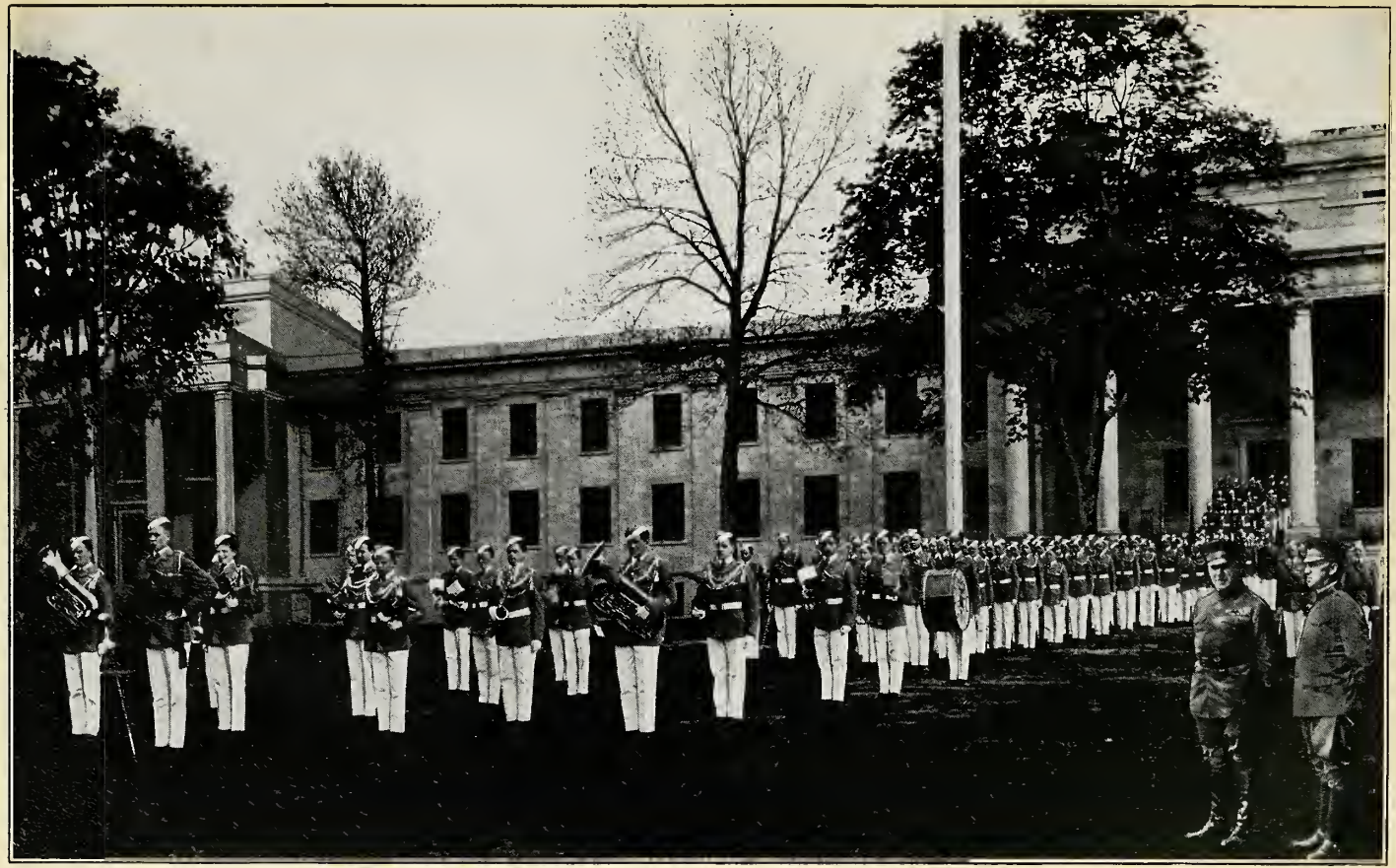
Captain J. B. Rodgers
First Lieutenant S. M. McGough
Second Lieutenant C. W. Allen, Jr.
Second Lieutenant D. C. Eberson
First Sergeant J. B. Schuster
Sergeant R. J. Anderson
Sergeant O. R. Champlin, Jr.
Sergeant V. M. Gail
Sergeant N. W. Kurz
Sergeant H. P. Nelson
Sergeant O. R. Steffens
Sergeant C. N. Turner
Corporal H. S. Cahill
Corporal J. H. Davidson
Corporal O. H. Falk, Jr.
Corporal R. A. Kesner
Corporal L. G. Kiser

Corporal C. D. Ohse
Corporal W. A. Simms
Corporal C. J. Winchester III.
Lance Corporal J. G. Laing, Jr.
Lance Corporal S. Wertheimer, Jr.

Cadet J. Aldrete
Cadet R. C. Alexander
Cadet G. R. Allen
Cadet A. R. Anderson
Cadet J. W. Atwood, Jr.
Cadet W. B. Baker
Cadet C. C. Barbee
Cadet L. W. Beier
Cadet J. W. Brandt
Cadet F. K. Champlin
Cadet J. S. Crawford
Cadet H. T. Cutrera
Cadet L. G. Ecker
Cadet J. H. Ekern
Cadet F. R. Elliott
Cadet P. A. Fitts
Cadet E. E. Ford, Jr.
Cadet G. C. French, Jr.
Cadet H. S. Griesheim
Cadet H. N. Hart
Cadet C. H. Imig
Cadet F. H. Jones
Cadet P. S. Knowles
Cadet W. J. Krill
Cadet E. W. Laramy
Cadet K. C. Leach
Cadet C. Merlo
Cadet J. B. Millard
Cadet G. A. Mills
Cadet D. E. Newhouse
Cadet R. T. O'Brien
Cadet E. C. Overshiner
Cadet F. J. Owen
Cadet M. Z. Porte
Cadet E. W. Rodormer
Cadet M. B. Schenck
Cadet A. C. Segal
Cadet M. Smith
Cadet K. A. Spielmann
Cadet G. M. St. John
Cadet W. T. Thomas
Cadet H. D. Tomlinson
Cadet S. E. Weiss
Cadet H. G. Wertheimer
Cadet C. A. Wheeler
Cadet E. P. Whitehead
Cadet A. T. Willett
Cadet J. L. Williams
Cadet J. M. Williams
Cadet E. I. Woodbury

Company Machine Gun Detachment

First Sergeant J. B. Schuster
Sergeant R. J. Anderson
Sergeant O. R. Champlin, Jr., Commanding
Sergeant V. M. Gail
Sergeant H. P. Nelson
Sergeant C. N. Turner, Jr.
Corporal H. S. Cahill
Corporal R. A. Kesner
Corporal L. G. Kiser
Corporal C. D. Ohse
Corporal C. J. Winchester III.
Cadet G. C. French, Jr.
Cadet F. H. Jones
Cadet D. E. Newhouse
Cadet E. I. Woodbury



COMMENCEMENT DAY—MAJOR GENERAL WOOD AND COLONEL DAVIDSON IN FOREGROUND

Company Engineer Corps

Captain J. B. Rodgers
First Lieutenant S. M. McGough
Lance Corporal S. Wertheimer, Jr.
Cadet J. Aldrete
Cadet C. C. Barbee
Cadet J. W. Brandt
Cadet J. S. Crawford
Cadet G. C. French, Jr.
Cadet E. W. Laramy
Cadet J. B. Millard
Cadet E. W. Rodormer
Cadet A. C. Segal
Cadet H. G. Wertheimer
Cadet C. A. Wheeler
Cadet E. P. Whitehead
Cadet A. T. Willett

AUTOMOBILE CORPS

Reconnoissance

Sergeant O. R. Champlin, Jr.	*Driver*
Cadet M. S. York	*Relief Driver*
Second Lieutenant R. P. Robertson	*Reconnoissance Officer*

Armored No. 1

Corporal O. H. Falk, Jr.	*Driver*
Cadet J. V. Annoreno	*Relief Driver*
Sergeant L. M. Culver	*Gunner*
Sergeant H. P. Nelson	*Loader*

Radio No. 3

Cadet G. C. French, Jr.	*Driver*
Cadet L. G. Ecker	*Relief Driver*
Corporal C. A. Braun	*Operator*
Cadet D. O. Lowry	*Operator*
Cadet A. F. Marthens	*Operator*
Corporal R. S. Henry	*Pigeon Keeper*

Field Kitchen

Lance Corporal D. G. Wilmarth	*Driver*
Cadet M. B. Schenck	*Relief Driver*
Cadet J. W. Brandt	*Commissary*
Cadet H. G. Wertheimer	*Commissary*

Field Hospital and Ambulance

Corporal F. G. Phillips	*Driver*
Second Lieutenant C. W. Allen, Jr.	*Interne*
Cadet W. S. Allmond	*Litter Bearer*
Cadet F. J. Owen	*Litter Bearer*

TANK CORPS

37mm Tank

Sergeant O. R. Champlin, Jr. — *Driver*
First Lieutenant S. M. McGough — *Gunner*
Sergeant R. K. Herbst — *Reserve Driver*

Machine Gun Tank

Sergeant N. W. Kurz — *Driver*
First Sergeant J. A. Bailey — *Gunner*
Second Lieutenant D. C. Eberson — *Reserve Driver*

ONE POUNDER (37mm) GUN DETACHMENT

Captain W. Larrabee III. Commanding
First Lieutenant S. M. McGough
Second Lieutenant C. W. Allen, Jr.
Second Lieutenant R. P. Robertson

Sergeant S. S. Fox
Sergeant A. L. Shafton
Sergeant O. R. Steffens
Corporal R. S. Henry
Corporal F. G. Phillips
Cadet H. N. Hart
Cadet F. J. Owen
Cadet B. Williams

STOKES MORTAR DETACHMENT

Sergeant O. R. Steffens
Corporal R. A. Kesner
Cadet W. S. Allmond
Cadet G. C. Harris
Cadet A. F. Marthens

AUTOMATIC RIFLE DETACHMENT

First Lieutenant L. C. Sarles, *Commanding*

Second Lieutenant R. P. Robertson
Sergeant E. C. Davis
Sergeant S. S. Fox
Sergeant C. N. Turner, Jr.
Corporal E. F. Orr
Corporal H. T. Posner
Cadet W. S. Allmond
Cadet P. S. Knowles
Cadet C. H. Lind
Cadet D. O. Lowry
Cadet G. E. Mills
Cadet H. C. Reynolds
Cadet F. M. Robbins
Cadet J. J. Wadas
Cadet J. M. Wineman

THE FIRST ARMORED AUTOMOBILE IN THE UNITED STATES

BAND

Sergeant R. K. Herbst, *Leader*

Sergeant N. W. Kurz	*Bass*
Corporal E. F. Orr	*Baritone*
Corporal H. T. Posner	*Bass*
Corporal W. A. Simms	*Saxophone*
Lance Corporal J. G. Laing, Jr.	*Snare Drum*
Lance Corporal D. G. Wilmarth	*Bass Drum*
Cadet G. R. Allen	*Clarinet*
Cadet J. V. Annoreno	*Trombone*
Cadet F. W. Bishop	*Cornet*
Cadet F. K. Champlin	*Saxophone*
Cadet F. R. Elliott	*Clarinet*
Cadet E. C. Hoffman	*Saxophone*
Cadet S. F. Pletcher	*Solo Cornet*
Cadet F. M. Robbins	*Trombone*
Cadet M. Smith	*Saxophone*
Cadet H. D. Tomlinson	*Alto*
Cadet R. Van Trump	*Alto*
Cadet B. Williams	*Solo Cornet*

FIELD MUSIC

Second Lieutenant R. P. Robertson	*Bag Pipes*
Lance Corporal J. G. Lainge, Jr.	*Snare Drum*
Lance Corporal D. G. Wilmarth	*Bass Drum*

BUGLERS

Lance Corporal S. Wertheimer, Jr.
Cadet A. R. Anderson
Cadet J. F. Crofoot
Cadet J. B. Millard
Cadet S. F. Pletcher
Cadet C. A. Wheeler

SIGNAL CORPS

Radio Field Telegraphy and Telephone

First Lieutenant S. M. McGough
First Lieutenant L. C. Sarles
Sergeant E. C. Davis
Corporal C. A. Braun
Corporal F. G. Phillips
Cadet D. O. Lowry
Cadet A. F. Marthens

Carrier Pigeons

Corporal R. S. Henry
Corporal F. G. Phillips
Cadet H. C. Reynolds

CRACK COMPANY

Major L. H. T. Dehmlow, Jr., Commanding

Sergeant L. M. Culver
Sergeant E. C. Davis
Sergeant A. L. Shafton
Sergeant O. R. Steffens
Sergeant C. N. Turner, Jr.
Corporal H. S. Cahill
Corporal J. H. Davidson
Corporal C. K. Hayes
Corporal R. A. Kesner
Corporal L. G. Kiser
Corporal C. J. Winchester III.
Lance Corporal D. G. Wilmarth
Cadet J. W. Brandt
Cadet W. E. Brown
Cadet F. H. Jones
Cadet P. S. Knowles
Cadet C. F. Tanner, Jr.
Cadet B. Williams

RIFLE TEAM

Major L. H. T. Dehmlow, Jr.
First Lieutenant S. M. McGough (*Captain*)
Second Lieutenant C. W. Allen, Jr.
First Sergeant J. B. Schuster
Sergeant V. M. Gail
Sergeant H. P. Nelson
Cadet G. C. French, Jr.
Cadet D. O. Lowry
Cadet D. E. Newhouse
Cadet C. A. Wheeler

NAVAL ATTACK ON THE LAND FORCES

Catalogue of Students

1921-1922

CLASS OF 1922

Allen, Charles Wesley, Jr.	*Illinois*
Bailey, John Anthony	*New York*
Cahill, Hawley Smith	*Wisconsin*
Champlin, Oliver Raymond, Jr.	*Iowa*
Culver, Lewis Matson	*Colorado*
Dehmlow, Louis Henry Theodore, Jr.	*Illinois*
Eberson, Drew Calvin	*Illinois*
Fox, Solomon Sidney	*Wisconsin*
Gail, Vance Myron	*Wisconsin*
Harris, Gordon Campbell	*Canada*
Hayes, Charles Kirtland	*North Dakota*
Herbst, Robert Krohn	*North Dakota*
Kiser, Lawrence Gordon	*Wisconsin*
Kurz, Norman William	*Illinois*
Larrabee, William III.	*Iowa*
Nelson, Harvey Ernest Paul	*Illinois*
Ohse, Charles Durston	*Illinois*
Phillips, Frederick Gerald	*Wisconsin*
Rodgers, John Barclay	*Ohio*
Robertson, Robert Paul	*Illinois*
Sarles, Lien Collins	*North Dakota*
Schuster, John Bloodgood	*Wisconsin*
Shafton, Arthur Louis	*Illinois*
Watson, Reginald Edward	*Mexico*
Woodbury, Edmund Irving	*Iowa*

UNDERGRADUATES

Name	Credits	State
Abrahamson, Milton John	8½	*Illinois*
Aldrete, Jose	2	*Mexico*
Aldrete, Manuel	2	*Mexico*
Alexander, Reginald Charles	3	*California*
Allen, Gibbs Rue	13	*Wisconsin*
Allmond, William Stewart	14	*Delaware*
Anderson, Alan Ritner	4	*Missouri*
Anderson, Robert Joseph	14½	*Kansas*

UNDERGRADUATES—*Continued*

Name	Credits	State
Annoreno, James Vincent	5½	*Illinois*
Atwood, Jack Wells, Jr.	3	*Texas*
Baker, William Bell	3	*Illinois*
Barbee, Cameron Croft	6	*Wisconsin*
Barton, William Leroy	1	*Illinois*
Beier, LeRoy William	2½	*Illinois*
Bishop, Frederick Winston	4	*Michigan*
Brandt, John William	7	*Illinois*
Braun, Carl Anton	9	*Wisconsin*
Brown, Warren Elliott	10	*Missouri*
Buckingham, George Waite	8	*Michigan*
Champlin, Frederick Kirk	1	*Illinois*
Crawford, John Samuel	5½	*Michigan*
Crofoot, Jack Farrington	8	*Wisconsin*
Cutrera, Hugo T	1	*Illinois*
Davidson, James Hugh	8½	*Iowa*
Davis, Edwin Clark	12½	*Illinois*
Diemer, Harold Albert	4	*Colorado*
DuDevoire, Frederick Merwyn, Jr.	4	*Ohio*
Ecker, Irwin Bernard	4	*Illinois*
Ecker, Lyle George	4	*Illinois*
Ekern, John Harold	9	*Wisconsin*
Elliott, Frederick Ripley	7½	*Michigan*
Everett, Oliver	12	*Illinois*
Falk, Otto Herbert, Jr.	11	*Wisconsin*
Feiges, Lawrence Daniel	9½	*Wisconsin*
Fitts, Philip Aylett	7	*Illinois*
Ford, Edwin Eugene, Jr.	9	*Illinois*
French, George Caleb, Jr.	7	*Wisconsin*
Greisheim, Henry S.	—	*Illinois*
Hart, Henry Nelson	12½	*Illinois*
Hartman, George Edgar, Jr.	5½	*Indiana*
Hayssen, William Arthur	5	*Wisconsin*
Healey, Warren Mansfield	5	*New York*
Henry, Russell Sage	12½	*Illinois*
Hoffman, Edward Charles	5	*Illinois*
Imig, Carl Hayssen	6	*Wisconsin*
Jones, Frederick Hoyt	7	*Illinois*
Kaufman, Louis Graveraet, Jr.	—	*New York*
Kellogg, Robert	9	*Wisconsin*
Kesner, Robert Abraham	11½	*Illinois*
Knowles, Paul Sydney	14	*Illinois*
Krause, Charles Adolph, Jr.	4	*Wisconsin*
Krill, Warren Joseph	13½	*Indiana*
Laing, John Gillies, Jr.	6	*Wisconsin*
Lake, Clifford Moulton	3	*South Dakota*
Laramy, Edward Willis	½	*Michigan*

THE CLASS GATE

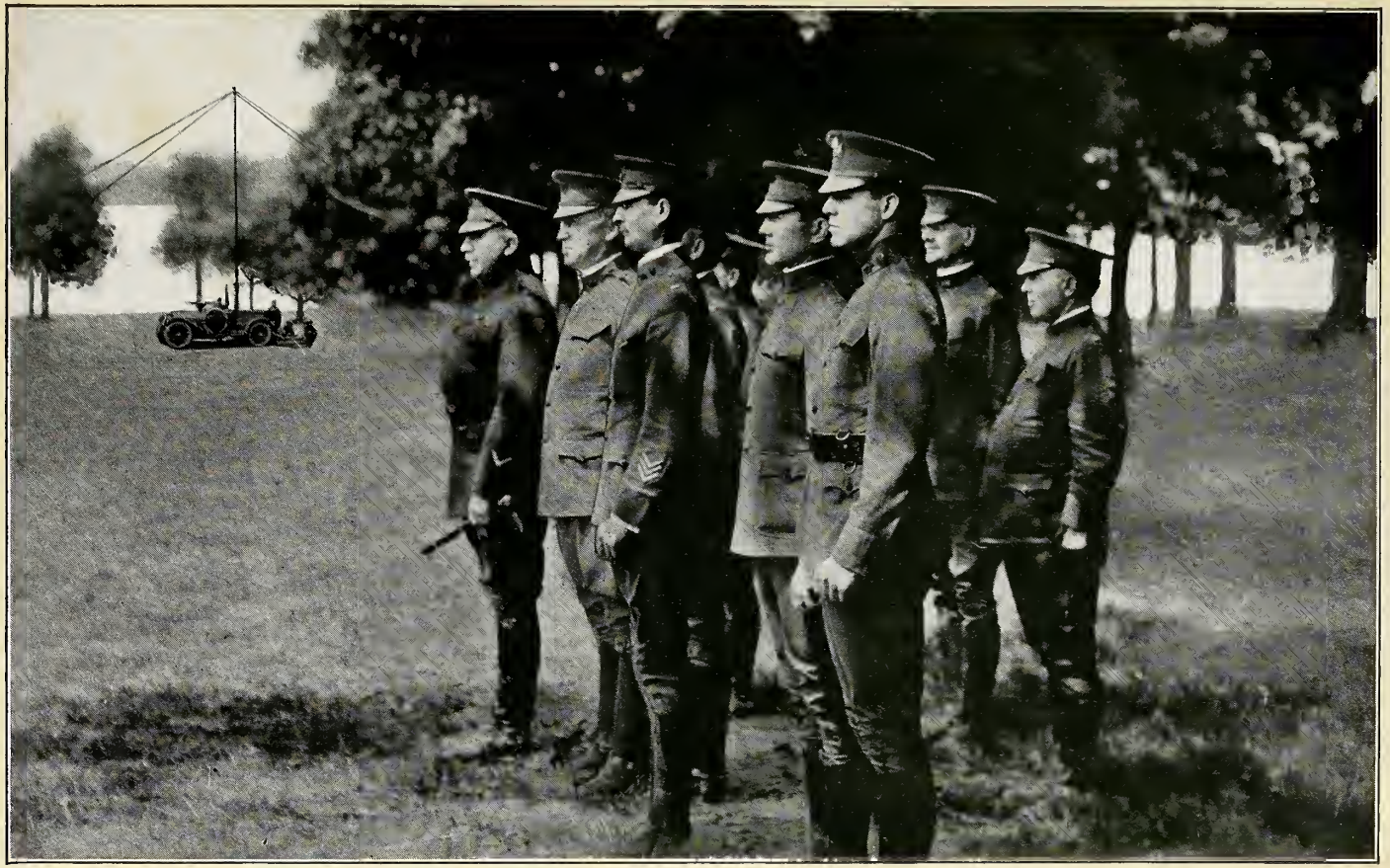
UNDERGRADUATES—*Continued*

Name	Credits	State
Lind, Carl Hjalmer	15	*Illinois*
Lindgren, Raymond Edward	2½	*Illinois*
Locher, Emil G., Jr.	½	*Illinois*
Lowry, Durward Oliphant	14½	*Michigan*
Lynch, Stephen Frank	8	*Wisconsin*
McGill, Donald Hamilton	4	*Illinois*
McGough, Samuel Marshall	12½	*Illinois*
Manwaring, Joshua George Dowell	4	*Michigan*
Marthens, Albert Francis	11½	*Illinois*
Meister, Henry John	10½	*Illinois*
Merlo, Carlo	—	*Illinois*
Millard, Jacob Benjamin	7	*Pennsylvania*
Mills, George, Alan	3	*Illinois*
Mills, George Eldon	4½	*Illinois*
Murphy, Elbridge Frederick	4	*Wisconsin*
Newhouse, Dale Elwood	7	*Michigan*
O'Brien, Robert Thomas	9	*Illinois*
Orr, Edward Foster	12½	*Iowa*
Overshiner, Ellsworth Channing	—	*Illinois*
Owen, Francis Joseph	12½	*Indiana*
Pack, Stephen Sutherland	4	*Minnesota*
Peck, Ralph Leroy, Jr.	1	*Illinois*
Pletcher, Stewart Francis	3	*Illinois*
Porte, Milton Zara	4	*Illinois*
Posner, Howard Theodore	12	*Louisiana*
Reynolds, Herbert Charles	14	*Wisconsin*
Robbins, Fred Mancel	17	*Washington*
Rodormer, Everett Winston	13	*Illinois*
Roenitz, John Pantzer	12	*Wisconsin*
Rowland, Stanley Lewis	4	*Indiana*
Rueping, William Arthur	8	*Wisconsin*
Schenck, Melville Brownell	4	*Michigan*
Schirding, Henry Carl	3	*Illinois*
Schroth, Theodore Frank	15	*Illinois*
Segal, Arthur C.	4	*Illinois*
Simms, William Alexander	9½	*Ohio*
Smith, Marcellus	9½	*Colorado*
Spielmann, Karl Adam Norton	13	*Michigan*
Stack, Alfonse Francis	—	*Wisconsin*
Steffens, Olney Richard	13½	*Illinois*
St. John, Gilbert Moffat	5	*Illinois*
Tanner, Charles F., Jr.	10½	*Illinois*
Thomas, William T.	1	*Illinois*
Timmons, John Andrew	15	*Indiana*
Tomlinson, Herbert D.	3½	*Illinois*
Turner, Charles Newton, Jr.	13½	*New Jersey*
Van Trump, Roderick	7	*Illinois*

UNDERGRADUATES—*Continued*

Name	Credits	State
Wadas, John Joseph	8	*Indiana*
Weed, Francis Robins Merlin	3	*Illinois*
Weiss, Stanley Emanuel	4	*Illinois*
Welles, Richard Ives	—	*Illinois*
Wertheimer, Howard George	10	*Nebraska*
Wertheimer, Sam, Jr.	6	*Nebraska*
Wheeler, Claud Altmas	3	*Illinois*
Whitehead, Elisha Paxton	3	*Illinois*
Willett, Alvin Thomas	3	*Illinois*
Williams, Bedford	15	*Illinois*
Williams, Jack Melbourn	3	*Michigan*
Williams, John Lewis	5	*Kentucky*
Wilmarth, Donald Gifford	13	*Michigan*
Winchester, Charles Jonathan III.	13½	*California*
Wineman, Joseph Marx	9	*Illinois*
Wolf, Bernhardt Louis	10	*Nebraska*
York, Melvin Starr	3	*Illinois*

The names of students who have been dismissed or who have not received honorable discharge do not appear in this list.



MAJOR GENERAL LEONARD WOOD AND COLONEL DAVIDSON WITH THEIR STAFFS AT BATTALION REVIEW, JUNE, 1919

History and Objects

ORIGINALLY founded at Highland Park, Illinois, in 1888, by Colonel H. P. Davidson, as the Northwestern Military Academy, the school was, in 1911, reincorporated by Colonel R. P. Davidson, son of the founder, under the laws of Wisconsin as the NORTHWESTERN MILITARY AND NAVAL ACADEMY, Congress having passed a law authorizing issue of complete naval equipment.

The Academy is not a commercial enterprise. Its entire income is devoted to the education and training of young men for the best type of manhood and citizenship. This enduring, patriotic work has been made possible through a generous endowment given by the Davidson family, and the liberal and enthusiastic support of prominent, public-spirited men.

It had long been the plan to sell the property at Highland Park, Illinois, then being used by the school and eventually move to Lake Geneva, Wisconsin, where the school had spent the fall and spring terms for several years in camp. The management felt that this change in location would be necessary if the school were to continue to give its students the freedom for outdoor sports and the life and environment which practically every educator and thoughtful parent recognizes as a necessary part of the boy's fullest development and pleasure. The destruction of one of the main buildings at Highland Park by fire, May 1, 1915, made it seem desirable to make the change at once as it had brought vividly before the school the importance of having buildings which housed so many valuable lives thoroughly *fireproof* as well as *modern* in sanitation, heating, lighting, etc.

The founder's plan to make NORTHWESTERN an *essentially military* school was the result of thirty-one years' teaching experience in both public and private schools in the East. His aim was to meet the need of this central portion of the great Northwest for a boys' preparatory school that should be distinctly American in its ideals, virile in its life, absolutely free from snobbishness, and at the same time second to none not only in scholarship, but in the moral, physical and social training which would best develop its students into useful and successful citizens. This long experience and observation in schools of different types convinced him that a military life made interesting and so managed as not to encroach on the academic work of the student offered the most efficient means of cc uring order and industry and of fixing habits of courtesy, neatness, promptness, respect for lawful authority, thoroughness and manliness.

This Academy makes no apology, therefore, for the fact that it is a military and naval institution. There is no "semi" connected in any way with the work. It has never been the aim of the school to make soldiers or sailors necessarily, but rather to inculcate in the boys under its care the better qualities of the soldier; to give them the ease and confidence which comes from disciplined minds and bodies, and to develop in them a high sense of honor, self-control, self-reliance, responsibility, and the ability to lead others—qualities essential to the truest manhood and of inestimable value not only to the individual, but to the Nation. This systematic life with its responsibilities also takes the place to a great extent of the chores and little home duties which in the earlier days fortunately fell to the lot of every boy and constituted such an important factor in his preparation for life.

The wisdom of the founder in making the institution military with its resultant physical development for every individual boy has been clearly shown during the world war. The large percentage of young men who were found physically unfit brought the entire

OVER THE TOP—TANKS LEADING

American people to a realization of how physically unprepared for life our American boys were, and the necessity of corrective methods.

Northwestern aims to graduate students symmetrically developed—young men who with sturdy physique, sound scholarship, refined tastes, high moral and spiritual ideals will be best prepared to make good citizens. *No diploma is ever given by the institution to a young man who cannot qualify in all these respects.* The diploma of the Academy, like that of West Point and Annapolis, carries with it a recommendation not only as to the young man's scholastic attainments but as to his preparation for life *physically, morally* and *socially,* and for the performance of his duties as a good citizen.

Location

ENVIRONMENT is one of the most important and far-reaching influences that comes into any boy's life. Fortunate indeed, therefore, was the Academy to be able to take ample time in the selection of the site for its home, and doubly fortunate in having at its head men who had devoted their lives to the boy problem not simply in the schoolroom but who had made a careful study of the conditions that surround him in the home and in the community. Many points were visited, and although flattering offers were made by enterprising communities, real estate promoters, etc., Lake Geneva, Wisconsin, was selected entirely on account of its unusual fitness as the location for a greater NORTHWESTERN. Too many schools have been forced by conditions over which they had no control to contend with the handicaps that exist in small towns or near large cities.

Lake Geneva with its wooded shores and clear spring water is too well known to need extended description. Nearly ten miles long with a varying width of from one to three miles its shoreline is said to be wonderfully similar to its famous namesake in Switzerland. The shores are sandy and the gravel subsoil permits a perfect natural drainage. The elevation of the surrounding country gives an unusually clear air and for that reason the Chicago University selected this site to erect the great Yerkes' Observatory. Along the shores of the lake are some of the most beautiful homes of the entire west. Thus surrounded by homes of culture and refinement, and free entirely from the undesirable social element which is so apt to be found even near small cities, the school has the additional advantage of being in a territory where no saloon can ever exist. A special act of the Wisconsin Legislature gave this marked recognition to the Academy by surrounding it with a dry zone of eighty square miles.

NORTH FRONT—DAVIDSON HALL

Grounds and Buildings

THE Academy property occupies fifty-one acres of what was the well-known Kayes Park. With a frontage of nearly 1,100 feet and a shore elevation at the lake of ten feet, the land gradually slopes back 2,000 feet through a beautifully wooded valley to a height of 125 feet above the lake at the Lake Shore drive. The property was selected by Mr. Kaye many years ago and is considered not only one of the most healthful and beautiful on the lake, but as containing some of the finest trees, among them, towering black walnuts, shapely hard maples, majestic white oaks and wide spreading butternuts. A number of living springs in the hills 160 feet above the Academy supply at all times an abundance of pure, cold drinking water. Indeed, it would be impossible for even one who might be in no sense a lover of the great outdoors and the beauties of nature, to pass through Academy Park without being impressed with the natural beauty and grandeur of it all.

Rarely, indeed, has a school been so favored as has Northwestern in having time and opportunity not only to make a careful selection of location but to plan for every detail of the magnificent new buildings which are now being rapidly completed. A thorough study was begun of boarding schools both in this country and abroad in 1910. Three years later these ideas were placed before the well-known Chicago architects, Marshall & Fox, and for two years they gave the work their experienced thought. Five sections of these massive buildings are now completed, and have proved even more beautiful and satisfactory than anticipated. Feeling that the best and most far-reaching results could be secured from the school that came the nearest to being a large, happy home, these buildings are so planned that the faculty, their wives and the students

are thrown together during much of the life of the day. The building is of reinforced concrete and steel and granite-faced Hydrostone and is *absolutely fireproof*. The main entrances from either side are up a flight of granite steps, fifty feet in width, and between massive stone columns.

The interior of the building is planned to meet the traditions of Northwestern's distinctive life. Immediately in the center in front of the main entrance is a fifty-foot hexagonal room with four stone fireplaces large enough to receive the entire stump of a tree and to throw a glow of warmth and cheer regardless of outside weather. These fireplaces are assigned to the different companies and they are decorated with the cups and trophies won in the company contests and around them gather the cadets for their company celebrations, etc.

On the south side of this Mosaic-floored hall are two large rooms, each twenty-five by twenty feet, that are set apart as parlors for the faculty and guests, and on the north side are the offices and private reception room of the Commanding Officer. The class of 1917 and the class of 1918 have each erected in this great central court marble drinking fountains. Extending east and west are the great hallways, each 130 feet long and twenty-eight feet wide, and extending to the roof of the second floor where light and sunshine enter through specially constructed skylights.

A wide stairway flanked on either side with a three-foot bronze figure, bearing electric-lighted torches, a gift from the Class of 1915, rises from the west end of the hallway to the balcony, which extends entirely around the court on the second floor, and from this balcony all the large well-lighted, heated and ventilated students' rooms are entered. Nine large Mosaic-floored toilet rooms are arranged for easy access, each room being equipped with the most modern plumbing, including marble shower baths, individual china washstands, etc.

INTERIOR—MAIN BUILDING—FROM "GYM"

At the extreme east of the building a wing one hundred and twenty feet long and forty feet wide has just been completed.

On the ground floor of this are located the Manual Training and Mechanical Drawing Rooms and the Automobile Instruction Rooms.

The central court extends through to the east windows of the first floor and this portion is used for table games.

To the north of the corridor, and occupying the end of the wing, are the private quarters of the Commanding Officer, the living room of which connects with the main corridor by double doors that are habitually open, and the cadets always find a warm homelike welcome awaiting them there.

On the other side of the pastime room is the EDWARD E. AYER LIBRARY, sixty-five by forty feet, occupying the entire south end of the wing. The room is entirely surrounded by bookcases well stocked with reading and reference books, and is equipped with large tables for reading or writing. Large windows opening to the south, east and west, make it exceptionally cheerful and well lighted. The walls are decorated with beautiful enlargements of photographs of our wonderful national parks, taken by Mrs. Ayer.

The upper floors are used for additional sleeping quarters for the cadets.

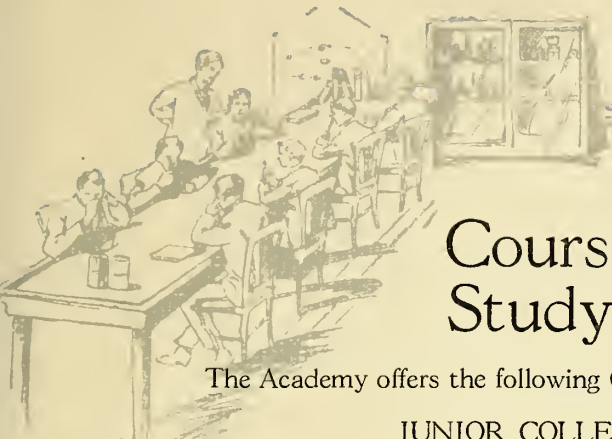
The center of the building is three stories high, and on the third floor are located the main study or assembly room and all the class-rooms and laboratories, the light being secured from north exposed skylights. This is another unique feature of the school plant and one which has received exhaustive study. We believe by this system of lighting that much of the eye trouble, which is so generally found among school children and which frequently follows them through life, can be avoided, and at the same time by a centralization

of our school work, greater efficiency can be secured. All furniture and equipment for this room has been selected with great care, and all seats and desks are adjustable in order that they may be fitted to the student rather than the student deformed to fit them. These adjustments are made under the supervision of the Physical Director.

The heating and ventilating system of all the buildings is most complete and embodies every feature that modern science has so far been able to devise in the way of health and comfort. In installing this elaborate system we assumed not only considerable expense on first installation, but on operation: yet we feel that our efforts will be appreciated by discriminating parents who will recognize the importance of their son's health at this formative period of life.

Although the buildings are absolutely fire-proof, the architects have avoided that cold, uninviting appearance which so many institutions unfortunately present.

ESCORT TO SENIOR CLASS—COMMENCEMENT DAY



Courses of Study

The Academy offers the following Courses of Study:

JUNIOR COLLEGE

Engineering Course

This course is aimed to fit the needs of the student who desires an elementary knowledge of Civil Engineering or who is using the course as a preparation for some advanced work at College in Engineering, Architecture or similar lines.

Commerce and Finance

This course aims to meet the needs of the student who expects to enter business not as a bookkeeper or stenographer, but rather as an executive; and who wishes in preparation for this work not only a better training in English, but some knowledge of accounting, finance, business law and especially psychology, which latter study was found during the war to be so valuable to the man who employs or directs others.

PREPARATORY

Latin Course

This prepares a student for the classical or literary courses of any of the colleges or universities of the country. It includes four years of Latin and three years of a modern language.

Scientific Course

This prepares a student for the scientific or technical courses of all colleges. It is the course commonly taken for admission to the state universities. It provides for two years of Latin and two years of a modern language and for more advanced mathematics than do the other courses, viz.: Solid Geometry and Plane Trigonometry.

English Course

This is a well-balanced general course for those not preparing for college. No foreign language is presented. It offers Manual Training, Mechanical Drawing and Chemistry. While not attempting to teach the technique of business, it gives that broader kind of intellectual training which tends to develop not only keen insight for details, but a more intelligent interest in the larger questions of industry and commerce.

These courses are carefully planned for steady advancement along consistent lines and for definite purposes. However, so far as the daily schedule will permit, a student may, for sufficient reasons and under the guidance of the Principal, arrange his work by selecting studies from the different courses. But in all cases he is required to take at least three and a half years of English, one and a half years of Algebra, and one year each of plane geometry, physics, history and military science.

A minimum of sixteen units is required for graduation, a unit representing a year's study in a subject and constituting approximately a quarter of a full year's work.

No cadet will be allowed to take more than four subjects without special permission from the Superintendent. In case such permission is given a grade above eighty per cent must be maintained or the extra subject be dropped.

A passing grade in each of four subjects is required during the Senior year.

By request of a large number of patrons who appreciate the great opening agriculture is offering in the United States as a profession, there has been outlined by the University of Wisconsin a modified high-school course in agriculture. This course will be emphasized and added to as the demand seems to warrant.

Wherever possible class room instruction is aided by projectors and moving picture machines. The splendid supply of educational material now put in this form has been found very helpful in educational work.

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The Spirit of 1776-1861-1917

The Auto Corps, after escorting the Liberty Bell at the Exposition, San Francisco, California

Schedule of Studies

EACH class recites five times a week except as indicated by figure in parentheses. Each continues throughout the year except as otherwise indicated. Bible History every Sunday. Penmanship and Spelling are insisted upon for all who need them. Special work in Public Speaking.

FIRST YEAR PREPARATORY

LATIN COURSE

English
Algebra
Ancient History
Latin (6)

SCIENTIFIC COURSE

English
Algebra
Ancient History
Latin (6)

ENGLISH COURSE

English
Algebra
Ancient History
Manual Training or
Physical Geography

SECOND YEAR PREPARATORY

LATIN COURSE

English
Plane Geometry
French or Spanish
Latin

SCIENTIFIC COURSE

English
Plane Geometry
Medieval and
Modern History
Latin

ENGLISH COURSE

English
Plane Geometry
Medieval and
Modern History
Physical Geography

SCHEDULE OF STUDIES—*Continued*

THIRD YEAR PREPARATORY

LATIN COURSE

English (3)
Algebra (Half Year)
Military Science
Physics
French or
Spanish
Latin

SCIENTIFIC COURSE

English
Algebra (Half Year)
Military Science
Physics
French or
Spanish

English Course

English
Algebra (Half Year)
Military Science
Physics
Mechanical Drawing
Advanced Arithmetic (Half Year) or
Commercial Geography (Half Year)

FOURTH YEAR PREPARATORY

LATIN COURSE

English (3)
Military Science (1)
U. S. History and Civics
French or Spanish

SCIENTIFIC COURSE

English (3)
Military Science (1)
U. S. History and Civics
French or Spanish
Solid Geometry (Half Year)
Plane Trigonometry
(Half Year)

ENGLISH COURSE

English (3)
Military Science (1)
U. S. History and Civics
Chemistry
Commercial Law (3)
Special Geography
and Current Events (2)

RETURN FROM CUTTER DRILL—SUNSET

Outline of Instruction

English

THE preceding pages show that a liberal share of time is given in all courses to the study of our mother tongue. The aim in this department is to teach a boy to use the English language correctly, both orally and in writing; to express his thoughts clearly and concisely, and if possible, gracefully; to speak with distinctly enunciated sounds and well modulated voice, both in conversation and in public address; and, finally, to have an appreciation and fondness for good literature. The National Conference on Uniform (College) Entrance Requirements furnishes an excellent list of readings which has been commonly adopted throughout the country. It comprises selections from Shakespeare, Milton, Tennyson, Browning, Longfellow, Whittier, Dickens, Scott, Eliot, Hawthorne, Franklin and other authors. A four years' graded course is framed from these selections. The student is trained in reading aloud and commits to memory some of the more notable passages, both in verse and in prose. He also acquaints himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

Some of the selections are studied closely as to form and style and the exact meaning of words and phrases. With others the attention is not given so much to details, the aim being to form an appreciation of the main purpose and charm of what is read and to develop a taste for good literature. The following is an outline of the work for the Preparatory Courses:

FIRST YEAR

ORAL EXPRESSION

Drill in enunciation, pronunciation (with training in the use of diacritical marks and of the dictionary), phrasing and inflection. This work includes not only formal drills, but oral reading, recitation of brief memorized selections and simple extemporaneous descriptions and stories concerning things familiar to the pupil.

WRITTEN COMPOSITION

Spelling (constant drill as long as needed), punctuation, capitalization, careful penmanship and neat work insisted upon. Letter writing and frequent short themes based on the experience of the pupil and on the literature studied.

GRAMMAR

Review of the elements of syntax. Emphasis on the sentence as the unit of thought. The pupil is led to see that technical grammar is not an end in itself, but is helpful in acquiring a good command of the language.

LITERATURE

Typical books assigned for the first year are Scott's "The Lady of the Lake," George Eliot's "Silas Marner," Irving's "Sketch Book."

SECOND YEAR

COMPOSITION

Frequent short themes based on the classics being read, supplementary exercises in composition, and a thorough drill in letter writing, announcements and varied work of a practical nature.

GRAMMAR

A review of the rules of syntax, and drills for the purpose of correcting common errors of speech.

THE BAND

LITERATURE

Among the books read the second year are Shakespeare's "Merchant of Venice," Scott's "Ivanhoe," Lowell's "Vision of Sir Launfal."

THIRD YEAR

COMPOSITION

A study is made of the theory of narration, description, exposition and elementary argumentation. This study is supplemented by various themes illustrative of the principles under discussion.

RHETORIC

Study of the sentence: loose; periodic; balanced; antithesis; parallelism. Study of the word as to correctness, precision, appropriateness, expressiveness; figures of speech; supplementary written exercises.

LITERATURE

Among the books read this year are Shakespeare's "Julius Caesar," Addison's "Sir Roger de Coverly," Tennyson's "Idyls of the King," Coleridge's "Ancient Mariner," Swift's "Gulliver's Travels," Hawthorne's "House of Seven Gables."

FOURTH YEAR

HISTORY OF ENGLISH LITERATURE

A study is made of the lives of prominent English writers, and the conditions under which they lived and wrote. In connection with this study the students read from the writings of these authors.

COMPOSITION

Weekly themes, in which students are encouraged in individuality of thought and expression.

LITERATURE

Some of the required books for this year are Dickens' "Tale of Two Cities," Burke's "Conciliation," Macaulay's "Life of Johnson," Milton's "Minor Poems," Shakespeare's "Macbeth."

Latin

All schools and colleges recognize the high value of this language both for discipline and culture. Students who omit it in the early part of their course often regret it later. Since Greek has been dropped as a requirement for admission to our colleges, the number of students throughout the country taking Latin has increased. On the other hand, admission to quite a number of high grade colleges and universities can now be gained without preparation in any ancient language.

It is found that unremitting drill necessary in the early part of the course for fixing knowledge of forms and rules can be relieved of dull monotony by various devices. These include frequent changes in the manner of reciting and the encouragement of a healthy rivalry; exercises in oral and written composition and in sight reading almost from the beginning; acquiring a real knowledge of the life and thought of the Romans by the use of pictures and by appropriate readings from history and literature.

Bennett's Latin Grammar is used throughout the course.

This Academy offers a course of two, three or four years in Latin. Less than two is not recommended, and, in general, is not counted toward admission by the colleges.

The first year's work follows one of the standard texts of "First Year Latin" in gaining a thorough knowledge of forms, and in acquiring a vocabulary and the ability to translate not only easy sentences but some simple connected discourse.

The second year's work includes reading not less in amount than Caesar, Gallic War, I-IV. It may be selected from Caesar's Gallic War or Civil War, or from Nepos.

HOLDING THE ENEMY WHILE "BUDDY" DIGS IN

The reading for the third year is in amount equivalent to Cicero's orations against Catiline, for the Manilian Law, and for Archias. It may be selected from Cicero's orations, letters, and De Senectute, and from Sallust's Catiline and Jugurthine War.

The reading for the fourth year is in amount equivalent to Vergil's Aeneid I—VI. It may be selected from Vergil's Bucolics, Georgics, and Aeneid, and from Ovid's Metamorphoses, Fasti and Tristia.

Forms, syntax, sight reading, composition, and the memorizing of suitable passages will receive due attention.

French and Spanish

A course of either two or three years is given in French and Spanish. At the close of the second year the pupil is expected to be ready to meet the ordinary requirements for college entrance; to be familiar with the rudiments of grammar; to be able to pronounce quite accurately; to read at sight easy prose (with some help for unusual words and construction); to translate English sentences taken from every day life or based upon the text studied; and to ask and answer a large number of such questions as might be needed in emergency.

At the close of the third year of French or Spanish the pupil is expected to be ready to meet the most exacting requirements for college entrance; to read at sight selections of ordinary difficulty, and to use the language to some considerable extent in conversation.

History

For the First Year there is given Ancient History, with special reference to Greek and Roman History, but including also a short introductory study of the more ancient nations. This period also embraces the early Middle Ages and closes with the death of Charlemagne, A. D. 814.

The Medieval and Modern History of the Second Year places special emphasis on modern times. Our new and closer relationship with Europe calls for a clear understanding of recent conditions there.

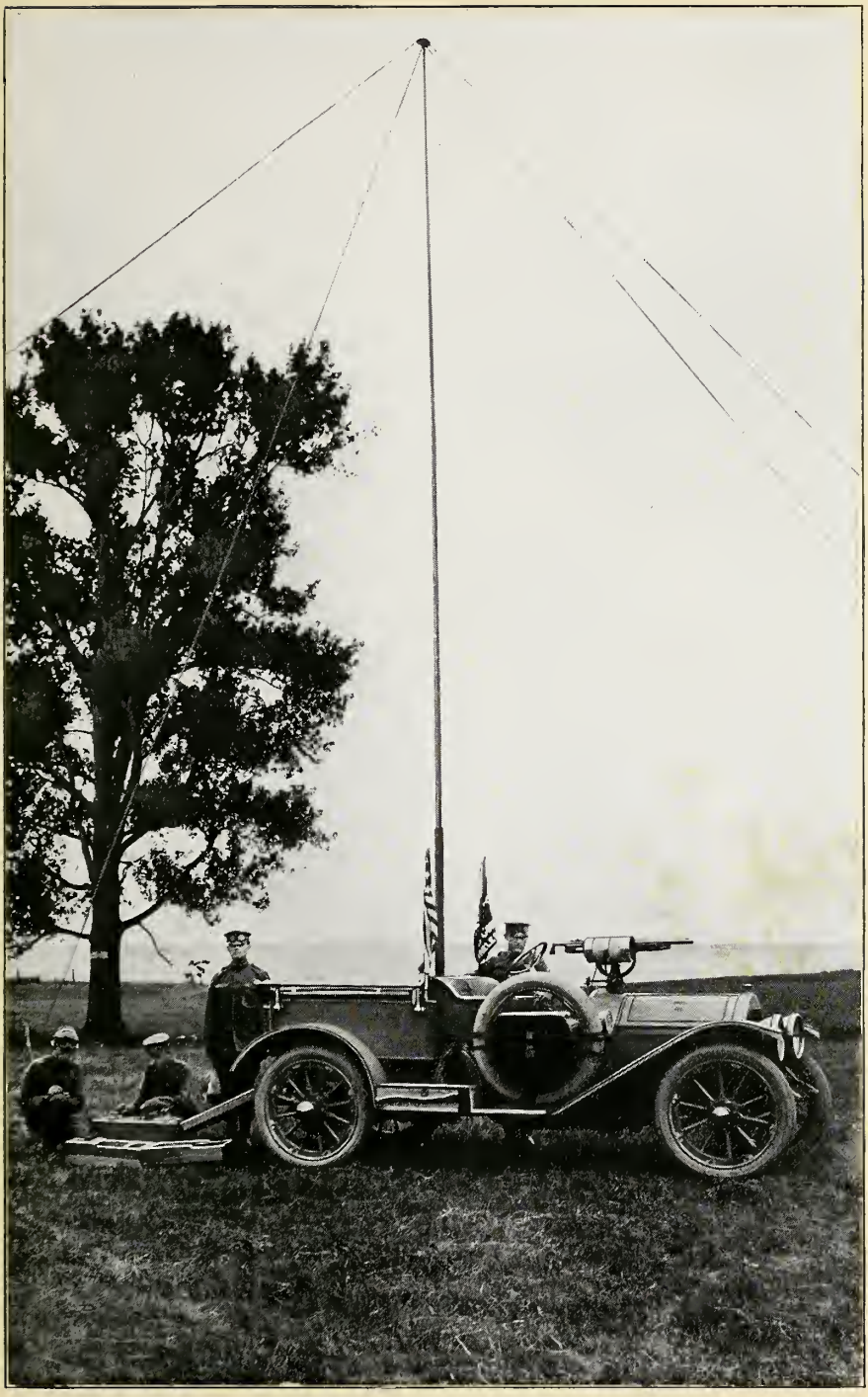
During the Fourth Year is presented the History of the United States and Civil Government.

It will be seen that thus the distant past can be connected with the present. History is viewed not as a list of facts to be memorized, but as a process of development. Without neglecting leading political facts, the attempt is made throughout the course to have the student acquire an appreciation of the life and the thought of the people. Recitations from text-books are supplemented by the use of maps and by map drawing, by essays, by collateral reading, from books that treat more at length some important epoch and to some extent from original sources. Thus presented, the study of history is an excellent training in the use of books and the acquisition of knowledge without the help of teachers. The student's horizon is broadened and he is led toward an intelligent and an upright citizenship.

The Sciences

PHYSIOGRAPHY

Physiography or Physical Geography can be treated in quite a scientific manner when given in the Second Year. The student will not only learn interesting facts as to the present conditions existing on the earth, but will get clear ideas of the forces continually at work making up its life history. Meteorological observations will be made. Some of the elementary facts of Astronomy will be gained when studying the earth as a planet. In this work our students are given the advantages of the Yerkes Observatory at Lake Geneva, one of the largest and most completely equipped in the world.



INTERESTING DRILLS WITH MODERN RADIO EQUIPMENT

PHYSICS AND CHEMISTRY

Physics continued throughout the Third Year and Chemistry throughout the Fourth Year are more rigorous requirements than the above. Constituting as they do the basis of all other natural sciences, they are worthy of the time bestowed upon them. In both subjects the laboratory work, where each student performs the experiment for himself, receives a good share of the time. All laboratory work is carefully recorded in a note-book. Considerable mathematical ability is needed for some of the problems. Talks by the teacher and lessons from a text-book are regular parts of the work.

Mechanical Drawing

This work extends throughout one school year and is given ninety-minute "hours" five times a week. It gives excellent general training for hand and eye and is of especial value for those who expect to take up a technical course of study.

Neatness and care are insisted upon with thoroughness in fundamentals. Full attention is given to the proper use of instruments, good lettering and geometric constructions, before taking up the work of orthographic and isometric projection.

Mathematics

Work in this department is by no means confined to the text-books. A new topic is introduced by a talk from the teacher. Pupils must see just what they are doing and why. Many problems which are suggested by the surrounding conditions in the schoolroom and on the campus are solved, as well as those in the text. The work is also correlated with other branches of the curriculum by the consideration of mathematical prob-

lems that arise in geography, history, physics, etc. The natural relation that exists between arithmetic, algebra and geometry is constantly recognized. The course is as follows:

FIRST YEAR

ALGEBRA

Elementary work to Quadratics. Corresponding processes in arithmetic are considered in questions in connection with the algebra.

SECOND YEAR

PLANE GEOMETRY

A standard text with emphasis upon practical numerical applications rather than upon an attempt at a complete system of logic.

THIRD YEAR

ALGEBRA

First Half: "Quadratics and Beyond." The class as a whole may not cover certain subjects required for admission to some colleges and technical schools. Special work will be provided for those needing these more advanced topics.

Advanced Arithmetic. A half year of this subject is offered in the English Course for those who do not care to take Mechanical Drawing. It will comprise a review of processes so readily forgotten and in its advanced work will be largely of a commercial type.

FOURTH YEAR

First Half: Solid Geometry. Second Half: Plane Trigonometry. Only those students who are interested in mathematics and who have been quite successful in the lower branches should take this work of the last year.

A RACING CREW

Public Speaking

All men, without regard to vocation, should be ready to speak in public. Any intelligent citizen may be called to a position in his community in which it is necessary to address an audience. Men of affairs may greatly increase their efficiency if able to speak at more or less formal gatherings.

While many of the regular class recitations and much of the cadet officers' work do much toward giving necessary self-confidence, special training in public speaking is also given. "Literary Societies" or such other plans as succeeding years show most valuable in contributing to the desired result are established. The hesitancy which some boys feel in beginning such work is recognized, but it is found that by judicious management they soon are very willing to enter into readings, declamations, orations and debates.

Manual Training

The educator oftentimes proves his value quite as much in helping the boy find his true mission in life as in his class room instruction, and the Manual Training room is often a better place to find a boy's natural bent than a recitation room. Indeed, the value of this training cannot be overestimated.

The boy of twenty years ago was forced, by circumstances, to make the equipment used in his sports and soon learned the meaning of efficient work and use of tools. In this age, however, much of that most valuable training is entirely lost.

We feel, therefore, that so far as the carrying out of the regular college preparatory work will allow this department should be emphasized. The students have from year to year built furniture and even automobiles, launches, etc., in this department, but we do not claim to have elaborate equipment for the work. The

department is in charge of an experienced instructor, however, and every encouragement is given boys who desire to carry on a course beyond bench work and simple wood turning.

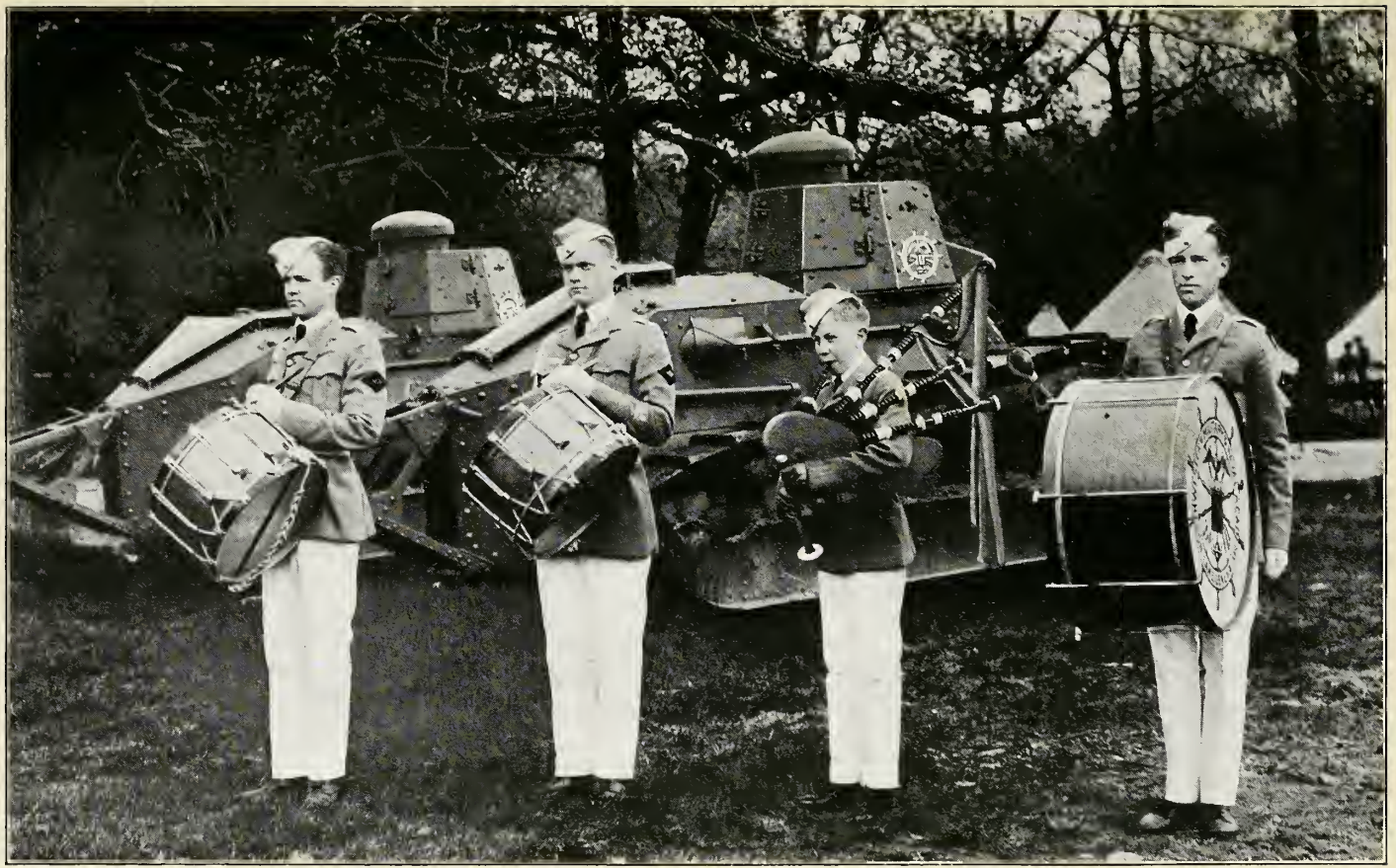
Recognizing that the automobile will, in the future, occupy a prominent place in commercial as well as private life, the school has adopted a very unique course of instruction in the construction, adjustment, care and operation of the automobile. A technical expert from the Cadillac Motor Car Company of Detroit, Mich., and an officer from the U. S. Army Tank Corps, give to the student body lectures on the automobile, and especially gasoline engines.

Radio Equipment and Instruction

As early as 1910 Northwestern's Signal Corps began extensive experiments in wireless telegraphy. In 1912 the first two military radio automobiles in this country, if not in the world, were designed, constructed and extensive experiments made. During the World War the Academy's Radio Station was probably the only station, outside of those in use by the Government, which was given permission to operate. This permission was granted in recognition of the service that the Corps had rendered in the way of development and invention.

Through the generosity of Mr. C. F. Kettering, of Dayton, Ohio, our station is being entirely re-equipped with the very latest apparatus. A large well lighted room in the center of the building is set apart for this work and the department is to be kept supplied with the very latest instruments.

The station is in charge of an experienced instructor and those students who desire to become familiar with radio work will be given every opportunity to do so.

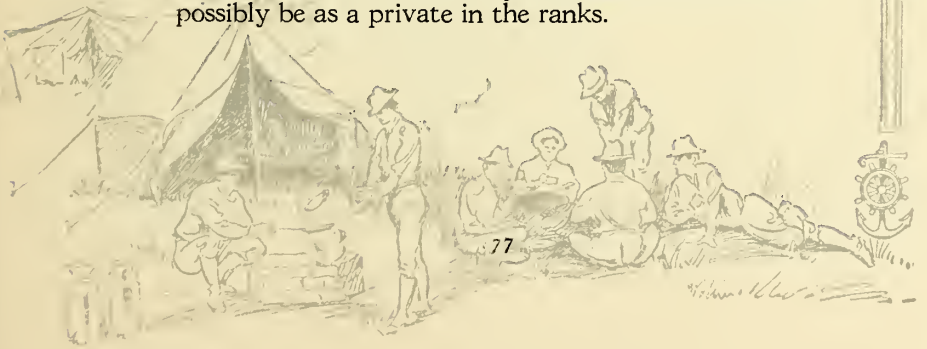


THE FIELD MUSIC

Military

All students are required to take the theoretical and practical course of military work as laid down by the War Department for Reserve Officers' Training Units. This course of study does not in any way interfere with the academic work of the school, but does give the student much practical and valuable information and training. It also gives him an insight—which every citizen should possess—into the military history and policy of his country. Universal peace is a condition earnestly desired by all, but history shows that military unpreparedness has been costly to both property and life, and that a country is as much in need of an equipped and disciplined army as is a city of an efficient police force. It is interesting to note in this connection that in every great calamity, such as the recent floods, the army has been the only available force trained and ready to protect life, health and property. The wars of the last two centuries have not been brought about by the military spirit of the people, but rather through political ambition or the greed of commercial interests.

The student who has completed the prescribed course of Military Instruction and who has been four or more years at the Academy is eligible on graduation for commission as Second Lieutenant in the Reserve Corps of the United States Army, provided he be twenty-one years of age. If under that age, he is awarded a certificate which automatically commissions him on reaching his majority. These commissions are highly prized for the honor they carry, and in case of war they place the holder at once in a position of responsibility, making it possible for him to be of greater service to his country as a leader than he could possibly be as a private in the ranks.



Naval

During the year, theoretical instruction is given in the use, preservation and care of ropes, blocks and tackle; of marine lights, beacons, buoys and other aids to navigation; the laws of storms and how to avoid them; the use of compass and sextant and the determining of latitude and longitude. The course was especially prepared for the Academy by the Superintendent of the U. S. Naval Academy and is designed not only as a special preparation for Annapolis, but is of interest and practical value to any young man, no matter into what pursuit of life he may enter.

Music

We believe in students taking music lessons where it can be done without interfering with other studies, providing this music is taught by a competent instructor, and the Academy is very fortunate indeed in having succeeded in arranging with excellent instructors from Chicago who spend several days each week at the Academy.

For these individual lessons they render bills direct. The Academy furnishes use of piano free.

The students have not only a Glee Club, but an exceptionally good orchestra and band. Instruction in these organizations is free of charge to students having a knowledge of music.

In order that these organizations should have the very best equipment that money can buy, the Academy has recently purchased over $2,000 worth of Holton silver and gold-plated instruments. The band director was given the privilege of purchasing any instruments that he might select, and the Holton was chosen, despite its increased cost, on account of its well-known superiority of tone and construction.

SINCE 1897 NORTHWESTERN HAS SPECIALIZED ON MACHINE GUNS

Bible

The study of the Bible is made a regular part of the curriculum. No effort is made to interpret it in such a way as to adapt its teachings to any particular creed, but as a part of our history and literature work, this book is given a regular place among the studies required, and the students are graded the same as in other departments. This is a four years' graded course. The recitations are conducted on Sunday by such members of the faculty as can best make the study both interesting and profitable. Investigations and discoveries are every year increasing the confidence of cultured people in the Bible as an invaluable aid in throwing much light on the ancient eastern civilization, and in exhibiting the origin and early development of many of the ideas and characteristics which emphasize our modern Christian civilization. From a biographical, historical and literary point of view this work has been found a valuable addition to the mental culture and training aside from the question of religion.

Scholarship

Classification

IN general, a student begins work here at the point where he closed successful work elsewhere. Records of previous work and consultations with teachers will usually determine this point. A number of trial recitations will show more clearly the student's advancement and ability, after which he can be permanently assigned to the right classes. Formal examinations may sometimes assist in this classification, but the Academy appreciates their inadequacy as a full and fair test.

Reports

The scholarship and deportment grades are made up each week and posted upon the bulletin board Wednesday noon as efficiency records. The privileges for the following week are based to a great extent on these averages. The school year is divided into six periods of six weeks each, and a report of each cadet's standing is sent to the parent or guardian at intervals during the year.

To secure a credit for having completed a given subject a student will be expected to show evidence of having put forth his best effort to maintain the highest possible standing. Where this is the case the minimum general average of seventy per cent will be recognized.

Graduation

To secure a diploma it is necessary that a student be at the academy at least two years, and not only complete satisfactorily one of the prescribed courses of study, but he must show evidence of an equal fitness for life *physically, morally and socially*. A diploma of the institution carries with it a recommendation as to the straightforward, moral character and refined gentlemanly deportment of the graduate. Careful training

"A" COMPANY CUTTER CREW—WINNERS CHAPIN TROPHY

is given at the Academy, not alone in scholarship and physical culture, but in courtesy and the customary usages of refined society and the duties of a citizen.

To secure a diploma in the Junior College it is necessary that the student complete satisfactorily from the prescribed course of study a total of twenty-four credits, and be a student at the Academy not less than two years.

Cadets who are at the Academy but one year but who have by previous work in properly accredited schools secured sufficient credits to make, with their work at the Academy, a total of sixteen credits may be given certificates of graduation.

Preparation for College

Those students expecting to attend college, technical schools, or other institutions of higher education, will find this Academy a most favorable place for complete and thorough preparation. Reference to the regular courses of study will show the high standard maintained in classical and in technical work. The instructors are familiar with the requirements for entrance to both eastern and western colleges, and are always ready to give all needful assistance to students who are deficient in any particular branch.

The Academy is and has been for many years, on the accredited list of the North Central Association of Colleges and Secondary Schools. This gives those of its graduates who have maintained 80 per cent or above in all studies during their senior year and a place in the upper two-thirds of the class admission to all colleges, universities and technical schools of the country with the exception of those few that require examinations for all their candidates.

Though the Academy is awarded this accredited privilege for its students it favors the College Entrance Board Examinations. The normal, healthy boy finds

in a coming examination a fine stimulus for faithful study. And the test itself is excellent training for those special occasions that come in every active man's life when he must be in steady command of all his powers and express himself at his best. It is therefore urgently recommended that those students who are likely to attend any higher institution of learning plan to take at the close of each academic year after the first such examinations of the College Entrance Examination Board as correspond to their several courses of study. Special arrangements are made whereby these examinations may be taken at the Academy the last week of the school term.

The Academy takes great pride in the high standing which its alumni have, almost without exception, maintained in their college work in the eastern as well as western colleges and universities.

Aids to Study

The library is an important feature, not merely for affording entertainment, but as a great aid in the study of several branches, notably history and literature. Collateral reading, such as will broaden and make more clear the condensed statements of text-books, is carefully selected by instructors.

The new Edward E. Ayer Library and Reading Room is well stocked with all the leading periodicals, as well as reference and other books. This room is at all times in charge of a member of the Faculty, who, besides his experience as a Librarian, has been a teacher for a great many years and is, therefore, able to give the students the greatest amount of assistance in not only looking up their reference work, but in the selection of good reading.

To prevent the forming of habits of careless reading all books and magazines from whatever sources must have the approval of the proper officer.

"GYM" CLASS

It is the custom of the Academy to divide classes which number from twelve to fourteen members into sections and enough teachers are employed to give each section full time. Every day members of the Faculty are in their class-rooms one full hour after the close of each day's scholastic work, and this time is devoted to students who need any special attention and is in addition to the time the teachers spend with the students during the evening study session.

Efficiency

We are living in an age where efficiency is recognized as the key-note of success in almost every pursuit of life. In order that our students during the formative period of their lives may have this necessary spirit thoroughly inculcated in their minds and may be trained to appreciate the importance of the subject, an efficiency estimate of all work is made whenever possible. Each week the scholarship, deportment, performance of duties and attendance are carefully graded and published on the bulletin board, showing the efficiency of the individual student and the general efficiency of his company, an organization for the honor of which he plays and works hard.

So successful has this plan been in stimulating a desire on the part of the students to do everything they undertake well, that there has been a very appreciable improvement in all departments of the school. As an added stimulus, Mrs. R. P. Davidson has given a trophy to be contested for over a term of years, the company maintaining the highest efficiency percentage for the year to hold it until won by some other company. Efficiency medals are also awarded to the individual members.

The fourragere or citation cords in white braided silk are furnished every student. They are worn by the members of the efficiency company during such time as their company holds this honor.

Prizes

THROUGH the liberality of friends of the institution the following prizes are offered for proficiency and efficiency in the different departments. These prizes all follow a general plan and are usually of three classes: first, gold; second, silver; and third, bronze. They are all made from copyright designs.

THE SCHOLARSHIP CROSS: Those whose scholarship average places them among the highest ten are candidates for the crosses of the first and second order; the first order, a gold cross for highest scholarship; the second order, a silver cross for most commendable effort and deportment in academic duties; the third order, a bronze medal to be awarded to the cadet below the highest ten in school and whose lowest grade is not below seventy-five, the award to be made for commendable effort and deportment in academic duties.

A gold cross given by Colonel Davidson to the cadet who has carried himself the most soldierly at all times throughout the year.

THE MARKSMANSHIP CROSS: For highest score on the outdoor range. A gold cross given by Lieutenant-Colonel E. E. Lewis, U. S. Army, Class of '03.

A silver cross given by Horace J. Mellum, Class of '96, for second highest score on outdoor range.

THE MILITARY CROSSES: A gold cross given to the winner of the competitive drill contest on commencement day. A silver cross for the second highest in the drill contest on commencement day.

Dr. H. H. Rogers, the Principal, awards silver stars for the five students receiving the highest scholarship average each period and a gold star for every six silver stars, such awards also carrying special privileges for the following period.

CIVICS MEDAL: A silver medal is given annually by Mr. Walter J. Greenbaum, Class 1901, for the best student in Civil Government.

WINTER SPORTS

CHIDESTER PERIOD SCHOLARSHIP MEDAL: A gold bar medal given by Mr. Arthur M. Chidester, Class 1909, to be awarded each period to the student standing highest in scholarship in any of the regular courses.

THE JEWELL PERIOD DRILL MEDAL: A gold bar medal offered to the cadet winning the competitive drill at the end of each period.

THE CHAPIN TROPHY: Given by Mr. S. B. Chapin to be competed for each commencement by cutter crews of the different companies.

THE EFFICIENCY TROPHY: Presented by Mrs. R. P. Davidson, to be awarded to the company receiving the highest percentage average in efficiency for the year, a bronze efficiency medal to be awarded individual members of the company.

THE STIENECKER CUP: Given by Mr. J. A. Stienecker to the company winning the basketball tournament. THE MYLREA CUP: Given by J. D. Mylrea, Class 1905, to the company winning the annual field meet.

THE TRENCH TROPHY: Given by Major C. R. Yates of the Royal Irish Regiment, England, to the company doing the best trench construction work during the year.

THE FROST TROPHY: Given by M. C. Frost, '19, to the company winning the football tournament, this to be decided by contests between not less than three teams from each company—the Heavy Weights, Middle Weights and Light Weights, the finals being played on Thanksgiving Day.

THE SHAW TROPHY: Given by Captain John A. Shaw to the company winning the annual tennis tournament.

THE BEALS TROPHY: Given by Major Frank L. Beals of the United States Army for the best drilled company.

The Academy has valuable scholarships in several colleges and universities offered by these institutions for cadets who have maintained an especially high scholarship and who have shown a worthy earnestness of purpose.

Gifts

Aside from the additional medals and trophies as announced under prizes, that have been received from friends during the last school year—

Mr. Edward E. Ayer has added to his many gifts to the Institution, a Moro lantaka cannon of beautiful design, also a quantity of African fire-arms, spears, and other war weapons.

The class of 1922 presented, as their Class gift, at Commencement a band stand. This splendid ornamental and useful gift is constructed of granite faced material, is hexagonal in shape, and is located at the edge of the Parade Ground just north of the Commanding officer's private quarters, and in front of the Alumni room. Four artistic electric lamps add to the beauty of the structure and enable it to be used evenings.

Major E. E. Lewis, of the U. S. Army, '03, has presented a Moro lantaka cannon which he captured while serving in the Philippines.

The beauty of the entrance hallways have been greatly improved by the addition of two Moose heads, the gift of Mr. and Mrs. E. E. Ford.

The War Trophy Case is still being added to by members of the Alumni and friends.

Over two hundred volumes have been added to the Ayer library by Mr. Ayer and other generous friends including the following cadets: Davis, Elliott, Fitts, Kesner, Manwaring, Phillips, Porte, Rowland, Rueping, Turner and Winchester.

FLAG PLAZA—NORTH FRONT, DAVIDSON HALL

Hygiene and Physical Culture

THE educational institution, whether for either sex or both, that ignores a thorough physical training of its students in this day, is not only behind the times, but must be seriously deficient in true educational work. "Mens sana in corpore sano" was never a more pertinent aphorism than today and in this country. This Academy has, from its organization, taken a leading position in the careful, conscientious culture of the boys' physical powers, and the plan of spending nearly one-third of each school year sleeping in camp (without interruption of studies) is a very important part of the school program for developing, not alone the physical strength, but the physical endurance of its students. Our experience and observation has been that in this strenuous age, where there is constant striving to enter college or life's work frequently several years too early, it becomes a case not simply of desirability but of necessity that more attention be paid to the fortifying of the body, during the formative period of life. The nervous breakdowns which we so commonly meet are only too frequently the result of an unbalanced life at this adolescent period. In fact this plan has proved so successful that other schools throughout the country are being forced to adopt similar methods, even if only for a week or ten days each season. During the time our boys are out of doors they are not only better physically, but their bodies being healthy, their minds far clearer for school work. This being the natural life of the normal boy, it is not surprising that visitors comment on the spirit of health and happiness which pervades the entire school.

At stated times during the year each cadet will be given a physical examination by the physical director and the surgeon. Appropriate exercises will be prescribed for each cadet, and his development watched and recorded. In case of heart defect, or any other organic trouble considered serious by the surgeon, the parent or guardian will be notified at once. . The aim in these exercises will be to develop health and endurance rather than mere strength and agility, and they will be so conducted as not to take from, but to add to the efficiency of academic work; in other words, our object is not to produce athletes, mountebanks, or exquisites, but to render the body the ready, obedient, supple and effective minister of the mind, and at the same time impart to it such dignity and grace as shall make the presence of its owner at once impressive and agreeable.

Gymnastic exercises frequently take the place of the military drill in bad weather, and in part during the winter months. These exercises will be under the direction of an experienced instructor in athletic work, and in addition to the usual gymnastic sports, will consist of boxing, etc.

It is universally conceded that rowing is probably the best exercise for the general all-around healthful development of the body, and especially of the chest and shoulders. Every opportunity is given for the safe and proper enjoyment of this exercise in the naval drills.

In caring for the health of the Cadets great emphasis is laid on *prevention*. A resident nurse of ability, experience and special fitness resides at the Academy. The physician makes a daily, and if necessary more frequent examination of every student who shows the least evidence of cold or illness and all cases, no matter of how light a nature, are at once sent to the Infirmary, and required to remain there until fully recovered. When only slightly indisposed they take their books with them and members of the faculty hear their lessons daily the same as in the class-room. The Infirmary is a one-story building constructed of

BASKET-BALL TEAM

tile and stucco. This building is new, heated and ventilated with modern equipment and is so arranged that contagious cases can be isolated. Students returning from vacations are given a daily examination for two or more weeks and as a result of this close supervision and superior equipment for caring for contagious diseases or other illness the Academy has been able to maintain throughout the year a sick record of less than one percent and without a single case of serious illness.

The unusually healthful condition of the school has called forth frequent expressions of surprise and satisfaction. No serious accidents have occurred during this time and even during the past year when contagious and epidemic diseases have proved so serious, those with which the school has had to contend have been comparatively light in form.

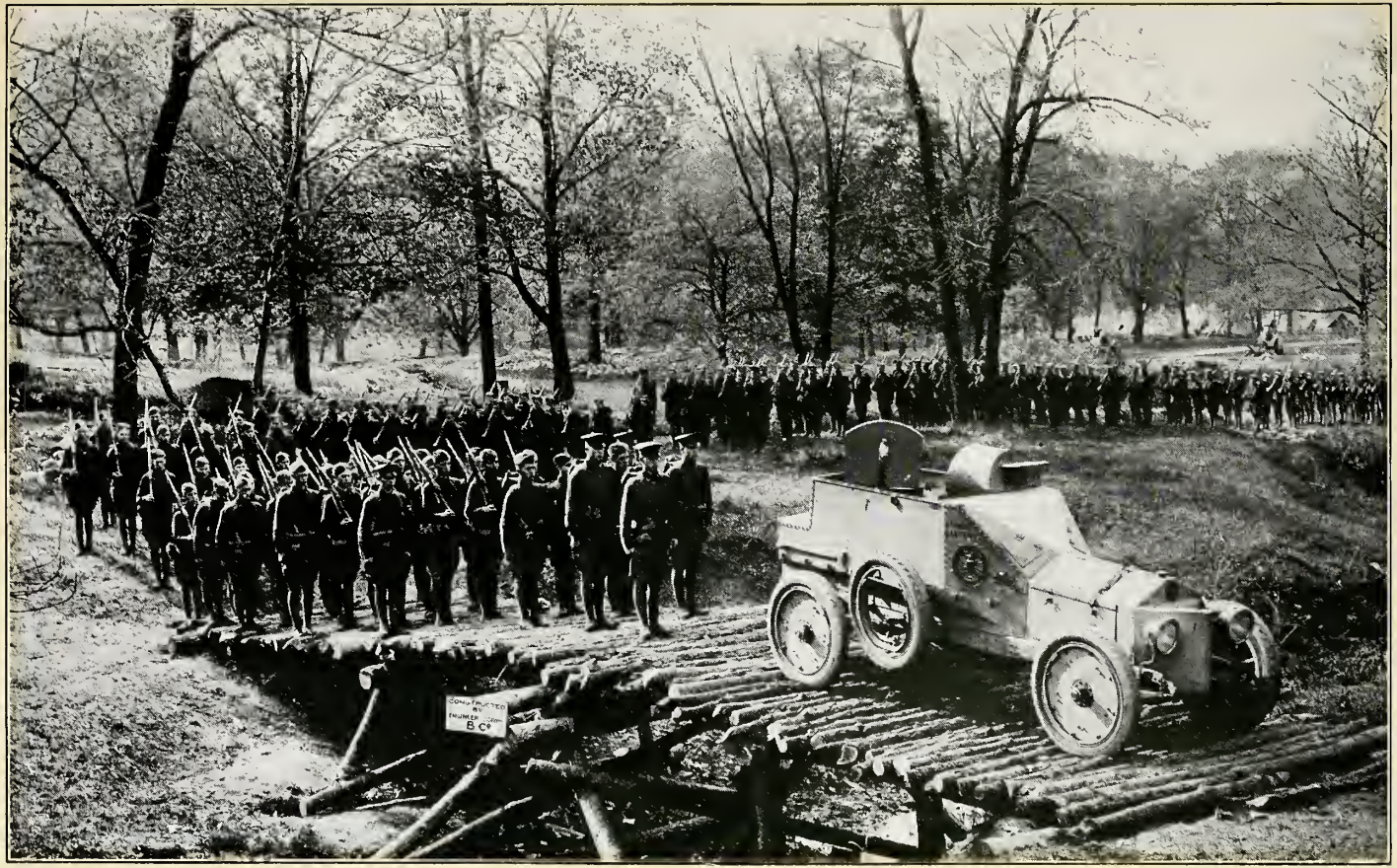
The Academy, while interested in the development of athletic teams representing the school, feels that the special stress laid by some institutions on this form of athletics has detracted most seriously from not only the proper physical development of the remainder of the school, but altogether too frequently from the moral. Northwestern has no athletes who are paid either directly or indirectly and all its games are clean, gentlemanly contests with no professional spirit allowed. Special attention is given at Northwestern to what might be called mass athletics—contests in which every student has his part. The aim is to develop in each and every boy not only an interest in watching the sport but in being an actual participant in the same. To secure these results the Academy has developed many unusual and interesting contests.

Religious and Moral Training

WHILE the school is not conducted in the interest of any religious denomination, we believe that the moral and religious training of a young man has much to do with his success and happiness as well as usefulness in life; and it is designed that a strong religious influence shall prevail in the training and discipline of the cadets. The faculty and their wives are all active Christian men and women, representing several churches, and they all unite in making the school life as much as possible that of a Christian home. The Bible is our principal guide book of moral law, and by its precepts we endeavor to have our cadets rule themselves so far as possible. Truthfulness, manliness, honor and candor are appealed to, and these qualities, when brought to the front and developed, add immeasurably to the character of a young man and render harsh discipline unnecessary.

Daily devotional exercises are held in the chapel, and all students are required to attend church services at least once on Sunday. Such service is usually held at the Academy. It is the aim of the institution to secure the services of men prominent in business and professional as well as religious work to speak to the students at these times. Contributions are taken at these services, and the moneys so given devoted to such charity as the students may themselves select.

During the past year this fund was devoted to entertaining nearly one hundred under-privileged boys from Chicago for two weeks at Lake Geneva. In order to carry out the plan successfully, a number of the graduates and upper classmen gave also a large portion of their summer vacation to the work, and we feel that



MILITARY BRIDGE—CONSTRUCTED BY "B" COMPANY ENGINEERS

through this generosity of time and money all our students have not only given great happiness to these Chicago boys, many of whom had never seen the country, but they profited greatly themselves as well, by getting a practical insight into the vital social problem that the world is facing. It is our belief as well as hope that from this experience they will realize more keenly as they enter life their responsibility to other young men of their age who are less fortunate socially and financially.

Government and Discipline

The government of the Academy is intended to be of a moral kind, addressed to the understanding and conscience, and every effort is made to develop in the cadet a sense of his responsibility as a citizen. When this fails, recourse will be had to temporary forfeiture of privileges, and if after reasonable effort he still shows no improvement or is the least corrupting in his influence over others, he will be promptly dismissed. Much reliance is placed upon the intimate association of teachers and cadets for restraining vicious propensities and for encouraging and building up the better qualities of heart and mind. In short, every possible effort is made to prevent hasty, unjust and indiscriminate punishment, and to make the discipline of the school in the truest sense corrective. Our methods of life and discipline are not planned or calculated to transform a bad boy into a good one. We endeavor to instil into the cadets a desire to do right from choice rather than from compulsion. In this respect we hold Seniors, Cadet Officers and, in fact, all upper classmen and older students to a responsibility proportionate to their position and influence on others, especially on the younger boys. The school has no so-called "Punishment System." We believe that a boy should be taught that every act will have a consequence; and our aim is to take out of his mind the thought of punishment,

and to instil therein the idea of the effect his actions will have not only on himself but on others. With this idea in view the student appears in court and personally answers, as do citizens in the great outside world, for any misconduct or neglect of which he may be accused.

As the development of good citizenship is a fundamental principle to be kept constantly in view in the education and training of students, every reasonable effort is made to develop the power and habit of self-government A Representative System was therefore adopted twenty-nine years ago whereby a certain number of cadets, part of whom are elected by their fellow students and part by the faculty, are made a committee to confer with the Commanding Officer and Faculty in matters pertaining to the privileges, regulations, etc., of the institution. The plan has steadily developed from year to year and not only simplifies discipline but at the same time develops in the cadets a keener sense of personal responsibility.

It is intended to combine discipline with easy and instructive intercourse between teachers and pupils so as to secure at the same time family influence and the benefits to be derived from system and order.

The formation of correct habits of study; the development of character; the cultivation of sound principles of truth and honor, and the ingraining of right ideas as to what is worth attaining in this life are estimated as of first importance. The typical American boy is versatile, but he needs encouragement and constant personal supervision during his formative years. The world has an abundance of ordinary men, but there are always places for those who have been so trained that the ability to perform the maximum of work in the minimum of time is a far more valuable attainment than the acquisition of knowledge alone. The one is the end, while the other is but the means to the end.

NO. 2 TANK GOES "OVER THE TOP"

Each cadet is expected to conduct himself as a gentleman, whether on the grounds of the Academy or in public. Prompt and unquestioning obedience to and respect for all in authority will be required at all times, and any cadet whose conduct or example is injurious to the school or his fellow students will not be allowed to remain. The school puts forth every effort, even to the extent of sending a representative frequently a long distance, to investigate the character of an applicant before accepting him. We find that this expenditure of time and money is well worth the results and we urge parents not to enter boys when there is any probability of expulsion; such action is not only unpleasant and unfortunate for all concerned, but proves an actual financial loss to the school far in excess of many times the amount of the year's board and tuition.

Neatness in person, dress, and care of rooms is at all times insisted upon, and every cadet is required to attend to all of his duties unless officially excused by the proper authority. Cadets are forbidden to have in possession or to use intoxicants or tobacco, weapons of any kind, or to borrow or lend money or contract debts; in fact, the discipline is exacting without being harsh. Morals, manners and health are carefully guarded, and the Superintendent feels he occupies the places of parent and the faculty older brothers to the boys entrusted to their care.

Cadets leave the Academy grounds only on written permit, and such permit, when granted, will state a specified time, and at its expiration the cadet reports his return to the officer in charge.

Cadets who leave the institution before the end of the academic year, without the consent of the faculty, or at any time without a clear record, or contrary to regulations, cannot be granted an honorable discharge, and no financial refund or reduction of the year's charges can be made.

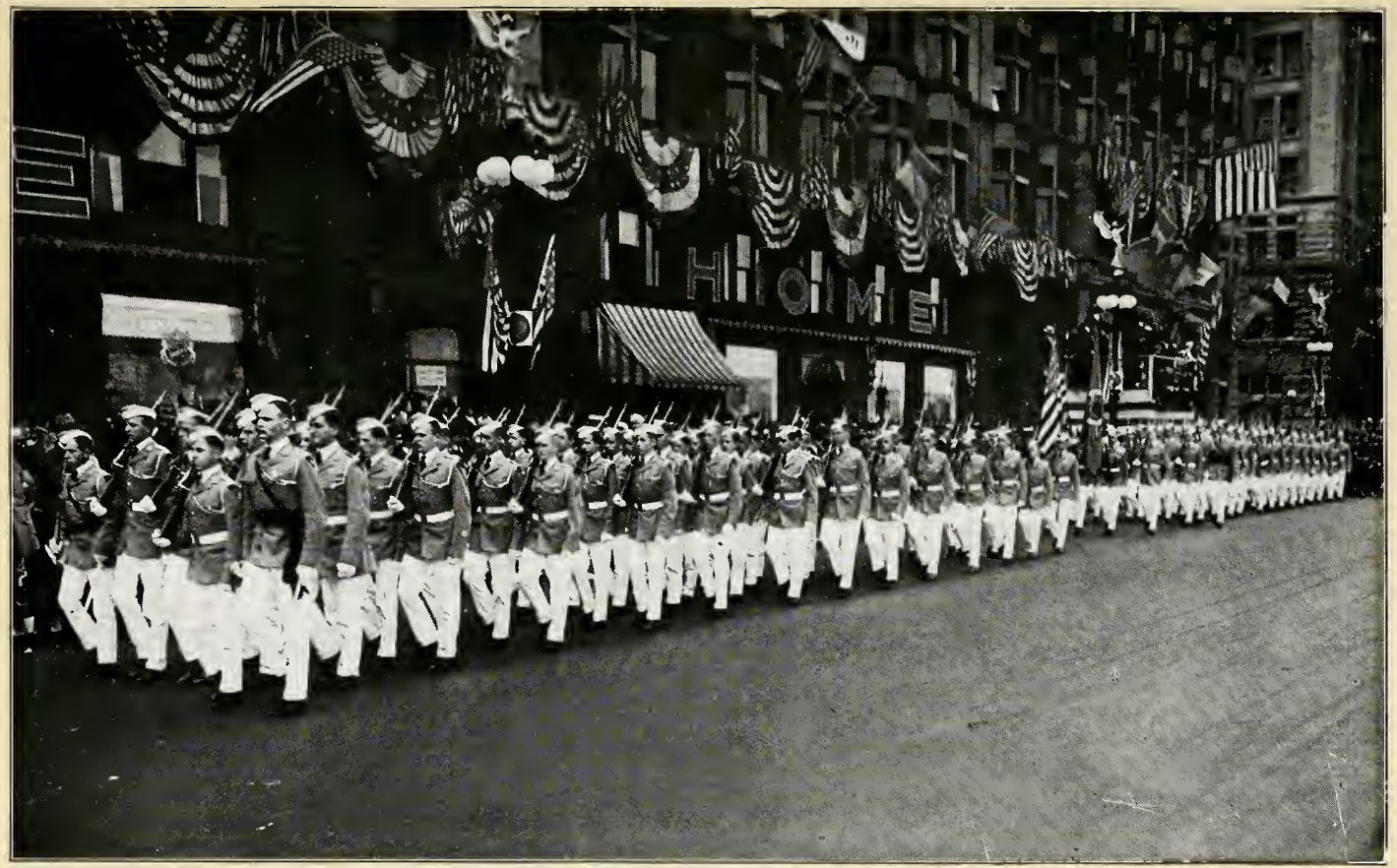
Military Instruction and Training

THE cadets form a military organization and are instructed by an officer appointed by the Secretary of War from the United States Army, assisted by a number of tactical officers who are specialists in their respective fields.

Cadet officers are appointed from among themselves. The promotion of a cadet to an office in the school being considered as an especial honor conferred upon him for faithful work in all branches and for straightforward and gentlemanly bearing among his fellow students. For appointment and promotion of cadet officers, an eligible list is made, based upon the standing in Scholarship, Deportment, Drill, Class and Service. The cadets selected from this list for officers are those best fitted to instruct and lead others, and whose daily efficiency records show them to have been the most soldierly and faithful in their subordinate positions and loyal to their superiors and their school.

After appointment these officers are held to a strict discharge of all duties imposed upon them, whether on drill or in the observance and enforcement of the regulations of the Academy. Failure of an officer to perform his duty is followed by a deprivation of his privileges as an officer; and persistent failure in duty from want of the high character an officer should have, or from incompetency, will necessarily cause him again to be placed in the ranks.

But none of these duties, either naval or military, are ever allowed to encroach upon the academic work of the school. They have a place distinctly their own, and are intended to develop the better qualities of the boys, and at the same time to give a life and exercise which will be constantly beneficial, rather than the



FORMING FOR MEMORIAL DAY PARADE IN CHICAGO—BAND AND STAFF NOT SHOWN

life which the present-day youth too commonly spends idling, or in some even more detrimental way.

In the fall term the military instruction consists of The School of the Soldier, and Squad and Company Drills in Close and Extended Order. During the winter the exercises are conducted as far as possible out-of-doors, but in bad weather in the drill hall, and consist of Manual of Arms, Bayonet Exercises, Bomb Throwing, Manual of the Sword and Military Calisthenics. In the spring, Battalion, Automobile and Signal Drills with Trench Fighting, Bayonet Combat, Guard Mounting, Battalion Parade and Reviews constitute the chief military exercises.

The Academy was one of the first units of the Reserve Officers' Training Corps to be established and since then has maintained a high rating with the War Department, being designated annually as one of the ten Honor Schools of the country after most rigid inspections.

Due to the efficiency of the school's work, the Government has been exceptionally generous in supplying it with a full equipment of small arms, tentage, field pieces, an annual issue of ammunition, etc., and it was selected as the first school in the United States to receive armored tanks. These two modern military implements are the latest design and of the Renault pattern and were issued the school as it is especially equipped to train students along mechanical lines, having had since 1894 a unique corps of automobiles and bicycles equipped for military purposes.

Our automobile corps was one of the first organized in the world and the Charles Duryea three-cylinder automobile on which there was mounted a Colt automatic gun in 1897 has the reputation of being the first automobile gun carriage ever constructed. In 1901 two large steam machines, both mounting Colt automatic guns, were built in the Manual Training Shops of the Academy, the work being done by the students. In 1909 there was added to this equipment a four-cylinder Cadillac 30, and in 1910 two additional Cadillac 30's

were purchased and equipped as balloon destroyers. They made the 2,850-mile trip of the 1910 Glidden tour from Cincinnati to Dallas, Texas, and back, and at the finish of the run in Chicago, were two of the nine to complete the run with their original engines, of the thirty-eight which started. This was one of the most severe tests in the history of the automobile industry and showed clearly not only the sterling quality of the automobiles used, but reflected great credit on the student operators. Two years later two additional Cadillac 30's were procured and equipped with telescopic masts for wireless work. These two cars also mount Colt automatic guns and have powerful electric searchlights with heliographic shutters.

In 1915, five eight-cylinder chassis were purchased and special bodies constructed as follows:

One officers' reconnoissance car, an eight-cylinder standard Cadillac chassis, equipped with seven-passenger touring body, khaki top and seat, pigskin trim. This car is equipped with map tables and instruments for making road and contour maps; a dictaphone is cleverly suspended in the tonneau, and with this instrument, descriptions of the road can be rapidly taken. Two Ross rifles are arranged for quick use, if necessary.

One Radio car constructed on a Cadillac eight-cylinder chassis: This car has a khaki-covered top and is equipped with a special Northwestern designed telescopic mast mounted on the running board, but which can readily be raised by the crew from the top of the body. The Dayton Engineering Laboratories Company has constructed a special generator for this car which enables us to secure a one-kilowatt, six-cycle, 110-volt A. C. current. The wireless instruments are cleverly built into the car, the switchboard being mounted directly below the driver's seat. Attached to this car is a Warner trailer that can be quickly converted into an officers' field headquarters.

One Military Field Kitchen: This is a khaki-covered body, constructed on an eight-cylinder Cadillac chassis

"SHOVE OFF"

of 145-inch wheelbase. This car is also equipped with a special Delco generator, mounted above the engine. With the current from this motor, a fireless cooker is operated. Coffee boilers and general kitchen equipment complete what to certain cadets is considered the most important car in the corps.

One Military Field Hospital: This is a car very similar to the field kitchen in construction and is also mounted on a Cadillac eight-cylinder chassis of 145-inch wheelbase. There is installed a Betz equipment of special operating tables, X-ray apparatus and a complete outfit of surgical instruments for field operating. A special Delco electric generator furnishes extra current also on this car. Canvas extensions can be made in either side of the car whereby operations can be performed with plenty of room on one side of the car, and on the other an ample space for patients awaiting operations. By special request of General Leonard Wood this car was sent to the army maneuvers at Plattsburg, N. Y., in August, 1915, and later took a prominent part with the other cars at the different training camps.

One Armored Car mounted on a standard eight-cylinder Cadillac chassis: This machine is armored with 15-100 hardened steel, having openings for rifle fire. It mounts a Colt automatic rapid fire gun, and is pronounced by experts to be one of the best designed and constructed armored cars in existence. By special request of General Leonard Wood this car was also sent to the army maneuvers at Plattsburg, N. Y., in August, 1915, and was in constant demand at New York City and other points for demonstration and preparedness during the war.

In June, 1915, eight of these machines took a long cross country trip from Lake Geneva, traversing the historic country along the Lincoln Highway, through the Rocky Mountains to San Francisco, thence south to San Diego, California. Aside from the interesting as well as educational outing this gave to some thirty students of the Academy, it proved many of the claims which

Northwestern has made since 1898, as to the practicability of certain types of automobiles. Daily records were carefully kept and at the request of the War Department, a complete detailed report was sent to Washington.

Northwestern was probably the first military school in the United States to avail itself of the services of officers who had been at the front in Europe, and during the war all instruction in bayonet work, bomb throwing, trench construction, etc., has been the most modern. Northwestern was also the first organization in the United States to be equipped with gas masks.

Instruction in rifle practice is given throughout the year by the range officer. Cadets are not allowed to practice, however, during the absence of the instructor. The Academy is not only equipped with indoor ranges, but an excellent outdoor range up to 300 yards is in course of construction.

During the last year the Rifle Team, shooting under the auspices of the National Rifle Association, took second place in competition for the National Trophy, losing to the winners by only 39 points out of a possible 6000. In competition for the Astor trophy, under the rules of which the best five out of ten targets were to be selected, the team made six perfect scores, or in other words, over 100 percent. In the shoot-off of the tie with three other schools they made seven perfect scores. The cup was won by another team with eight perfect scores.

Military drill is universally conceded today to be not only a valuable but a most necessary part of every young man's preparation for life. The few minutes' drill of the high school has its value, but if the greatest good is to come, it must be by a systematic life and discipline throughout the twenty-four hours of each and every day, and never has there been a time when discipline and system were more necessary for the carrying on of any successful work than now. It furthermore cultivates a manly and erect bearing, scrupulous neatness in dress and personal appearance, gentlemanly

AT THE WELCOME AFTERNOON CALL—"OVERBOARD"

and respectful behavior, and that important habit so valuable not only in business, but elsewhere, of unquestioned response to and co-operation with proper authority. Northwestern is distinctly military. We make no apologies for adopting this method of life and believe that unless the work is carried out in such a way that the student respects it, a large portion of its value is lost. On the other hand, the Superintendent would not have it understood that the military exercises are allowed to encroach upon the regular work of the Academy. Our aim is to impart a sound, practical education and we find our military life a distinct aid in doing so.

Although recognized by the War Department as an essentially military school since 1896 the Academy has always lived very strongly to the ideals of its founder in making the school one of quality rather than quantity, feeling confident that not only is the limited school apt to develop a larger percentage of its enrollment into the right type of citizens but through this very thoroughness and careful direction of the individual it is enabled to make a better type of officer for the Government should their services ever be needed.

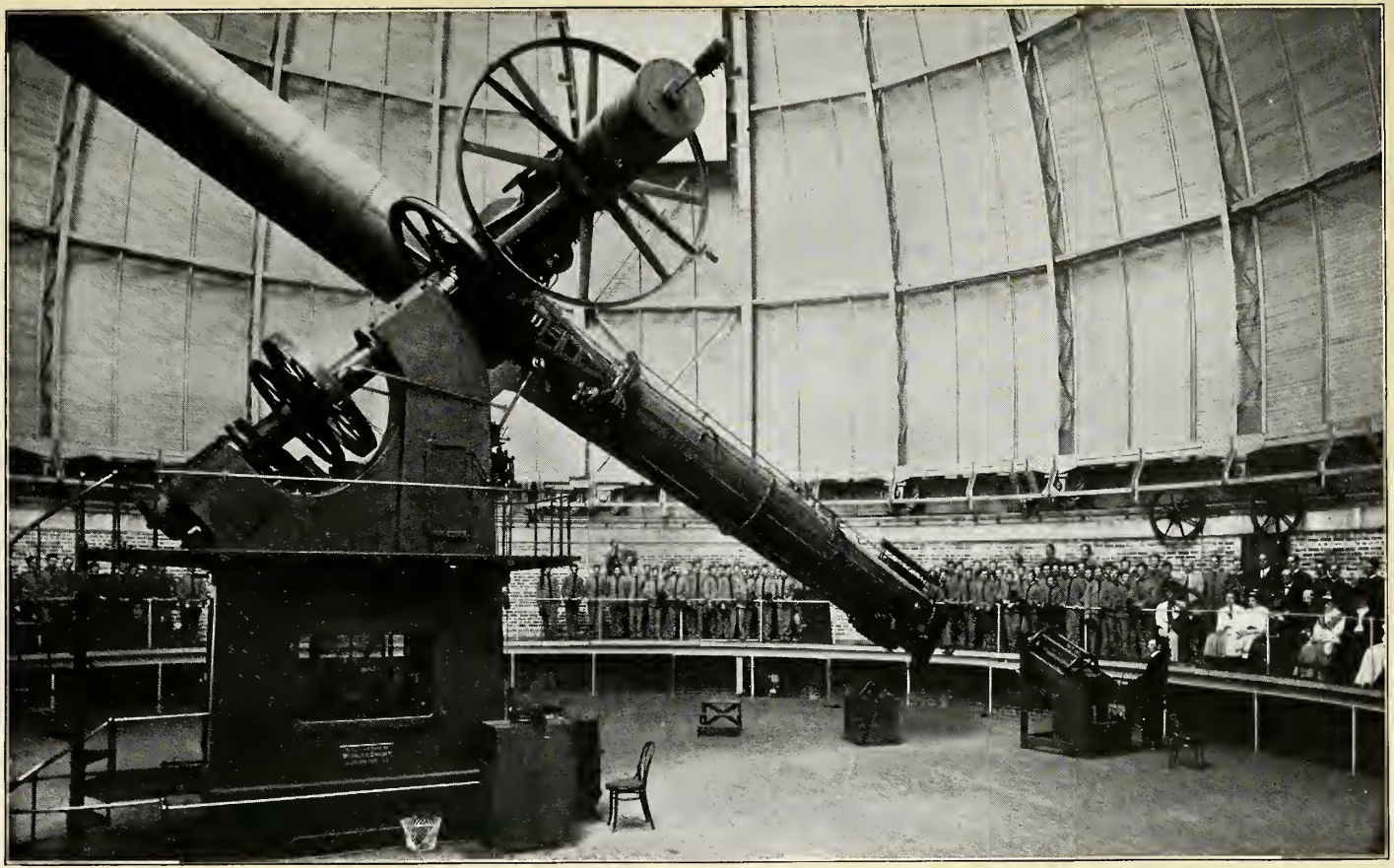
The Academy as well as being recognized by both the War and Navy Departments of the United States, is an established Post in the Wisconsin National Guard, its Commanding Officer being appointed by the Governor with the rank of Colonel of Infantry, and with a staff of tactical officers and assistants with the rank of Captain. All these officers are subject to service in the National Guard of the state at any time. Officers on duty at the Academy and other tactical members of the faculty give training to such officers of the National Guard as the Adjutant General designates to attend the Academy from time to time for this purpose. The law establishing the Academy as a Post also authorizes the Governor to commission such students as are residents of the State of Wisconsin and who have shown special aptitude in military science and tactics as Second Lieutenants in the Wisconsin National Guard on the recommendation of the Commanding Officer.

Naval Instruction

IT IS not intended that the naval work of the school shall be carried on as a distinct department but, rather, fitted in with the military work, thereby breaking the monotony by adding a feature which has been especially beneficial to the student, physically as well as in other ways. Aside from the knowledge of the handling and care of boats, ropes, block and tackle, etc., there is an activity called for in naval work which appeals to the wide-awake boy. The government has shown its approval of Northwestern's work in this respect by authorizing the Secretary of the Navy to issue to the school six large naval cutters, completely equipped with both sails and oars, each boat mounting a Hotchkiss rapid fire or gatling gun. These boats are built for use in salt water and are especially seaworthy in every respect, giving that most important factor—absolute safety.

A full equipment of sextants and other navigating instruments, signal flags and codes, combined with two large launches owned by the school, give a naval equipment, equal, if not superior, to any school outside of the Government Naval Academy at Annapolis.

The Academy has always believed that what is worth doing is worth doing well, and it aims to make its military and naval departments second to none, feeling that in so doing it will, on the one hand, aid the academic work, and on the other, be of direct benefit to the student and to the nation. Many a young man regrets today that he did not have the benefits of a thorough military training and education while at school.



A LECTURE AT YERKES' OBSERVATORY

Amusements

WE believe that it is fully as important for a boy to be interested in and busy at playing during play hours as that he should be interested during duty hours. The surroundings of the Academy provide more than the usual facilities for all kinds of outdoor sports. Not only are ample playgrounds arranged for but opportunity is offered for the safe enjoyment in the warm season of the year of swimming, hiking and boating, and during the winter months for all the winter sports, including cisco fishing. All athletics are under the supervision of experienced officers and the danger of accident is far less than the student would meet in his every-day life. We aim, furthermore, to teach the boys how to enjoy genuine outdoor life. The school has regular organized teams under experienced coaches in football, basketball, baseball, tennis and all the other games; but there are many young men who do not care for and some who are not able to enjoy these sports and for them we try to open a new insight into life by acquainting them with the interesting wonders of nature.

The faculty, their wives, and the cadets form, as it were, a large family, and the new buildings which have just been constructed are planned in such a way that this family life is emphasized. At the dining tables, in their intercourse with invited guests, at school entertainments and at all times cadets are constantly brought in touch with the elements of a refined and cultured life. From time to time during the year, trips are made to near-by points of interest. And while we readily concede that every school has its advantages we feel that there are very few, if any, that have such a rare combination of all that goes to develop the best there is in the boy, especially as there is at Northwestern a strong tradition against any conduct immoral, rowdyish, dishonorable or unbecoming a gentleman. The student body guard very jealously the enviable reputation they have earned by many years of thoughtful, gentlemanly deportment, both at the Academy and in public.

Admission of Students

FOR admission to the school the applicant must be fourteen years of age or over, and five feet or more in height, have completed work up to at least the first year of high school, and furnish satisfactory evidence of a clean moral character and good mental ability. For admission to the Junior College sixteen credits are required.

A printed form is furnished to be filled out by the parent or guardian, and no student will be accepted until satisfactory replies have been received from his references. It is helpful to us in many ways to have attached to the application a small photograph of the applicant. It is the policy of the school to have one of its representatives personally interview both the parents and the candidate, wherever possible. Our experience is that the money we spend for traveling expenses, etc., in carrying out this unusual plan, is one of the best investments we make, not only for our protection but also for the parents, who very rightfully desire that their sons' associates shall be boys that have the right ideas of life.

It is the policy of the Academy not to accept students after the starting of the Fall term except in unusual cases, nor does it guarantee to accept applicants at any time simply because there are vacancies. Even in the days when the institution's enrollment was never completely filled, only students who seemed especially desirable were accepted. The large number of applicants annually refused for lack of room naturally means that the school is now even more discriminating. The Academy's enrollment will never exceed two hundred, for with this selected and limited number we feel we can have a school that will be more like a large family where the teacher can come in closer contact with

OFFICERS AND NON-COMMISSIONED OFFICERS

the students and the students through more intimate contact with their teachers and fellows and have a more enjoyable as well as profitable life.

The Academy is undenominational and has no race prejudices. In every way possible it aims to make its student body distinctly cosmopolitan and therefore American. In order to secure this end it follows the policy of limiting the number of students admitted from any one nationality or religion. Negroes are not accepted.

The Superintendent requests parents to give accurate and minute information relative to the physical condition, character, disposition, habits of study, etc., of their sons. If there are habits that need correction mention them frankly and state whether the applicant will cheerfully and faithfully comply with all the regulations of the school. Boys who have formed immoral or vicious habits will not knowingly be received or allowed to remain. Only those are welcome who are willing to do their part toward their own improvement. This institution is not the place for boys who have no ambition, or for young men who need reforming. Our methods are not calculated to benefit such boys, and their presence is decidedly detrimental to their comrades and the school. The Academy desires the attendance of young men who have high aims in life, and who are willing cheerfully to conform to the necessary regulations and tradition of the school; young men who wish to do what is right because it is right, and who will exert themselves at all times and in all places to keep the name "NORTHWESTERN" such that every student will continue to feel it an honor to be a member of the school, and in after-life to be an alumnus.

When a student applies for admission to the Academy as a cadet, it is distinctly understood that if accepted he pledges himself to obey the regulations and traditions of the institution to the best of his ability, and

absolutely to abstain from the use of all intoxicants, tobacco, and other undesirable habits.

We cannot accept boys in the school who are going to be continually called out on account of dental work, treatment by specialists, or for any other reason. It not only makes it impossible for us to do satisfactory work with the individual boy, but is a serious disturbing influence on the entire student body.

Although the Academy finds it necessary to refuse a large number of applicants each year for lack of room, and despite the fact that considerable pressure is brought to bear to induce us to increase our enrollment, we have never felt it wise to rent buildings or rooms away from the institution for our students.

This common practice increases a school's income, but results, in our estimation, in a loss, as it lowers discipline and takes away much of the influence of the Academy, depriving its students of one of the most valuable phases of school life.

It is our practice at the Christmas and summer vacation periods to drop from the roll of the school such students as have not shown the progress that we feel they are capable of or who have not lived up to NORTHWESTERN'S standard of scholarship and gentlemanliness.

AUTOMOBILE FIELD RADIO WITH TRAILER TENT

Financial

IN response to a general and, we believe, a reasonable request on the part of parents, and in line with its usual broad and progressive policy, the Northwestern Military and Naval Academy has *no extras*. The annual charge of twelve hundred dollars ($1,200) covers not only the usual board, tuition and laundry fee but furnishes the use of all required military, naval and other uniforms and accoutrements; school, laboratory and gymnasium equipment; flannel shirts, rubber capes, books, stationery, collars, white gloves, spending money; excursions; medical attendance and medicines for all cases of sickness not considered serious enough for the services of an outside physician; in other words everything that is necessary for the student's health, comfort and the proper carrying on of his school work. The parents are expected to furnish only such underclothing, shoes, toilet articles and personal equipment as are of such a nature that it would be impracticable for the institution to furnish and meet the tastes and needs of different individuals.

The annual charge for board, tuition, spending money, etc., is payable at the opening of school. Parents who find it more convenient, may divide this sum into payments, $700.00 at the opening of school and the balance, $500.00, on the first of January following.

At the time of filing the application for admission a registration fee of $25 is required. The first year this is used to help cover the cost of enrollment, equipment, etc., and is not credited on the term bill. After the first year it is credited on the first payment.

A Savings Bank Account for the Student

From the fixed charge of $1,200 the school credits each cadet's personal account with thirty-six dollars ($36) a year. From this sum he receives his weekly

spending money and meets unforeseen expenses. He is furthermore allowed one hundred dollars ($100) a year for his uniforms. The school may exceed this uniform allowance without additional cost to the student at any time when in our judgment it may be necessary in order that the student may appear well and neatly dressed. In reality the uniforms and outfits cost the Academy over two hundred dollars the first year. Each cadet should be able to save from this cash and uniform allowance after the first year.

An account of such savings will be kept with each student and the amount deposited in the First Trust and Savings Bank of Chicago. Upon his graduation, a bank deposit book, credited with his savings, will be presented to him with his diploma. This plan has been under consideration by the school for several years, and has been unanimously and heartily approved by every one of the many business, financial and professional men who have been consulted regarding it. It not only eliminates the uncertainty of the year's expenses, but we are convinced that it is of great benefit to the boy in his school training. Under this plan our students all live under the same allowance, and we are therefore in a better position to inculcate in them a democratic spirit, and prevent their forming the habit of a "charge account" generally conceded as responsible for so many business failures. We also hope to develop in them the desire to save and an interest in saving their money. In fact we look upon this plan as an important help in fitting the boy for life.

Arrangements are made whereby a competent instructor in music gives lessons at the Academy on the piano and violin and in harmony at a charge of twenty dollars ($20) for ten lessons. Prof. Alvar L. Bournique of Chicago, organizes a dancing class at the Academy every winter, for which he makes a charge of twenty dollars ($20) for ten lessons. The standard of work in these two classes is vouched for by the institution but, being outside of our regular school work, bills are rendered to the parent direct by the instructor.

TANK CORPS

We ordinarily do not advise that students remain at the Academy during vacation periods. We feel that, if it can possibly be arranged, they should have the change for which the vacation period is planned. When it seems necessary that they should remain, a charge is made per week proportionate to the rest of the year as it is necessary that some officer of the Academy remain in charge of them, and frequently additional servants are required.

The cadet's reserve fund will be charged for injury done to any property which he may have damaged or which may have been damaged while in his possession and the Academy reserves the right, as is the custom of all schools, to charge the cost of replacement or repair of damage of property where the perpetrator is not known, pro rata to the members of the corps. The institution takes pride, however, that never in over thirty years of its existence has the conduct of the school made it necessary to take this action. The spirit of honor which permeates the student body always calls forth a prompt acknowledgment of any damage by the cadet responsible.

It is a condition upon which a cadet is admitted that he remain in the Academy until the end of the academic year unless discharged by the faculty. Students are ordinarily not admitted after the beginning of the year. This arrangement is necessary in order to secure the greatest efficiency in the school work. It is distinctly understood, therefore, between the parent and the school that there can be no reduction in the charges in the case of a cadet leaving for any cause whatsoever before the close of the school year.

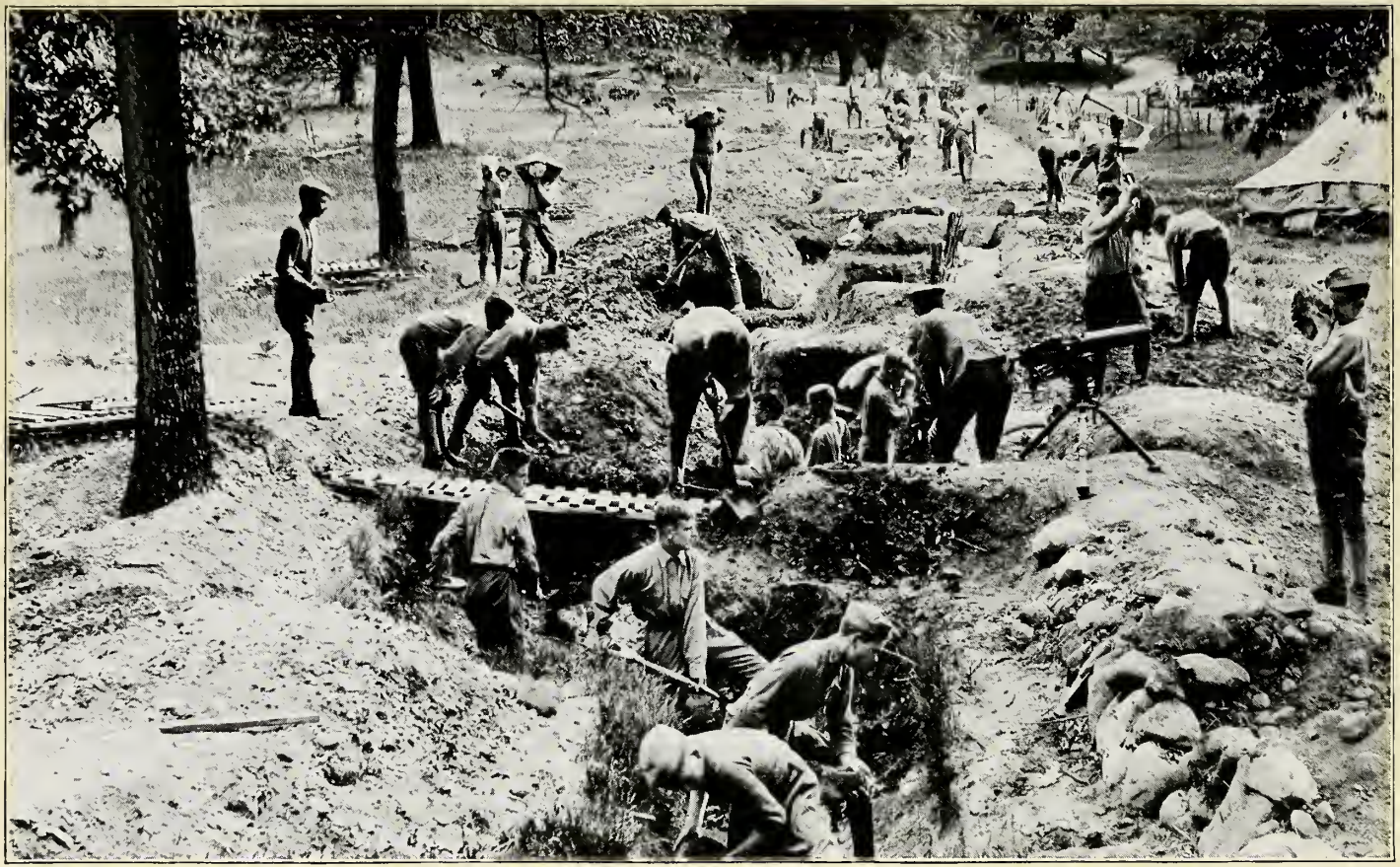
Remittances should all be made payable to the NORTHWESTERN MILITARY AND NAVAL ACADEMY.

Pocket money, ranging in sums from twenty-five cents to seventy-five cents a week according to the age, class and report of the student's previous week's work

will be paid him by the Quartermaster from the thirty-six dollars ($36) which the school sets apart for this purpose, the amount not used being credited to the cadet's bank account at the end of the year.

We are making an earnest effort to teach our boys economy, and parents by sending their sons money other than that which is given out by the Academy, handicap us, injure their own boys and frequently, through the example of their son's excessive spending, do an unkindness to other boys. It is therefore prohibited.

There is no assessment made on the student body for athletics, as is the usual custom. There is kept, however, under the supervision of the school, what is known as The Athletic Exchange, where students can purchase fruits, candies, etc., which have been approved, athletic supplies, school pins, pennants, etc. All profits of this store go to the support of the Athletic Association. This store carries many school souvenirs which would make very acceptable Christmas or birthday gifts.

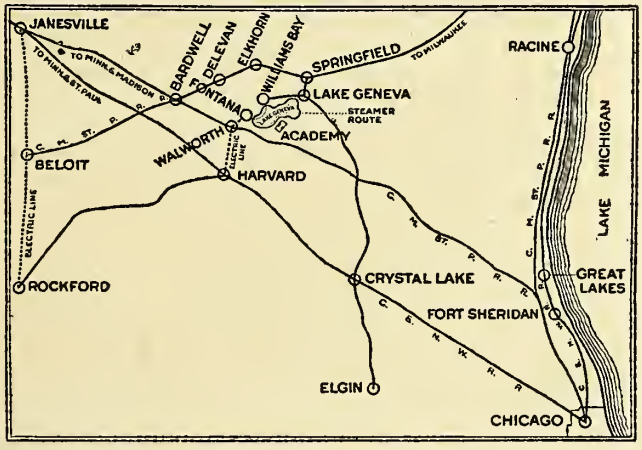


TRENCH CONSTRUCTION

How to Reach the Academy

THE Academy can be reached, from May to October, by steamer from either the towns of Lake Geneva, Williams Bay or Fontana, all of which points are on the Chicago & Northwestern Railway system and within two hours' ride of Chicago. The Academy is also of easy access by stage from Walworth, Wisconsin, which is on the Chicago, Milwaukee & St. Paul Railway. Visitors coming from the Northwest will find their best connection through Harvard, Illinois, or Walworth, Wisconsin, both of which points are on an electric railway which runs to Fontana on Lake Geneva. Connections from Milwaukee can be made via Springfield, Wisconsin, on the Chicago, Milwaukee & St. Paul Railway, thence by stage to Lake Geneva; or via Bardwell or Janesville to Walworth; by electric car to Burlington, thence by stage to Lake Geneva.

A motor bus line has recently been put in operation between Kenosha and Lake Geneva by the North Shore Electric Line.



The Uniform

CADETS are required to wear the prescribed uniform of the Academy at all times. This is a distinctive garment and was adopted in 1917 after a careful study of the uniforms of the different armies of the world, the aim being to eliminate the serious effect on the growing boy of the tight collar of the so-called West Point coat with its prevention of the proper circulation of the blood and resultant effect on the eye and brain. The uniform is both natty and comfortable.

The dress coat embodies many features of the English officers' coat, being open at the neck. The buttons are gilt, shoulder ornaments and belts white, and the uniform worn with a soft white turn-down collar and black knit silk tie.

Breeches are laced from the knee, and the spiral puttee is made of gray doeskin worn for fatigue. Black leather puttees for dress. White duck trousers are worn in warm weather.

A cap, distinctively designed, similar to the "Overseas" is made to pull down over the ears and face in the winter time. The school coat-of-arms appears on the left side, a white band being worn around the cap for full dress and a black band for fatigue.

The fatigue suit is the same style and cut as the dress except that it is worn with a gray woolen shirt and black knit silk tie. The buttons are bronze, the trimmings in black. All coats have the school coat-of-arms on the coat lapel; also the letters R. O. T. C., standing for the Reserve Officers' Training Corps and a distinctive Corps insignia on the left shoulder. The overcoat is trench length and made of heavy gray doeskin. It is cut with a full double breast but with turn-down collar.

NORTHWESTERN'S FIELD HOSPITAL WITH X-RAY EQUIPMENT—INVENTED IN 1914

This distinctive uniform has attracted marked attention, especially among medical men who have appreciated the evils of the old style garment. Many schools are already planning to modify their uniforms to a similar pattern.

An olive drab wool uniform is used for field work.

The Outfit

EACH CADET will keep himself provided, besides his regular uniform, with the following articles, and the entire outfit must be marked plainly. This should be done with marked tape. We have found indelible ink washes out and there is every week a large amount of laundry unclaimed. This tape can be ordered through any drygoods store or by mail from Sterling Name Tape Co., 150 Curtice Street, Winsted, Conn.

A Bible (*American Revised edition recommended*)
Four shirts, negligee, preferably white, with detached collars
Six pairs of white cuffs.
Four suits of heavy underwear
Four suits of medium weight underwear
Four night shirts or pajamas
One heavy bathrobe
Twenty-four pocket handkerchiefs
Eight pairs hose, *white*, to avoid poison from the dye, from which we have had serious infections
Six towels and wash cloths
Two heavy dark colored blankets
Six white napkins and ring
Necessary toilet articles
One swimming suit (*two-piece*)
Blacking brush and dauber
Two (plainly marked) laundry bags
Two pairs suspenders
One pair rubbers
One pair slippers, preferable canoe moccasins
Two pairs of black lace shoes with rubber heels (*not low cut, patent leather or fancy*)

Button shoes are a constant source of trouble on account of the losing of buttons, and are not elastic enough for a growing boy's foot. Shoes should be *wide at toe.*

A pair of rubber boots, thigh length, are a very useful part of the student equipment.

TRACK TEAM

Students should bring their skates, fishing tackle and other personal athletic equipment and clothing.

Students who wear glasses are required to be provided with two pair. This avoids loss of school time.

Parents are requested not to send large trunks. We strongly recommend the small regulation military trunk which can now be purchased at most trunk dealers. All trunks should be plainly marked on both ends with the full name of the student. These trunks are kept in the storeroom, where students have access to them at stated intervals.

No student is allowed to keep anything in his room under lock and key; in fact, it is the policy of the school to avoid the use of locks.

This list has been prepared in order that parents may not send unnecessary articles. All furniture, bedding, etc., necessary to the comfort of the cadets is provided by the Academy, but additional rugs and nicely framed pictures will be allowed in the rooms under proper regulations. Additional tables, couches, desks, etc., are not allowed.

General Remarks

PROMPTLY on arrival cadets will report at once to the Commanding Officer at the Academy and give their baggage checks to the Quartermaster. On the arrival of their trunks, they will make out a list showing such articles as may be in their possession. The list is added to or subtracted from as articles are issued or officially condemned. Upon stated intervals during the year they are required to re-schedule and account for all missing equipment.

The right to inspect all articles sent to cadets is reserved, and any article deemed objectionable will be returned to the sender. The responsibility parents place on the school requires this. Food, except ripe fruit and candies in limited amounts, is prohibited.

Cadets will not be allowed to leave the Academy except at the regular vacation periods.

Cadets will be required to conform to all rules of the Academy whether contained in this catalogue or not. They will report their presence to the Commanding Officer immediately after the arrival of their train at the nearest station and consider themselves subject to the control of the Academy until they arrive home again.

Cadets are admonished that all acts, whether done at the Academy or while on leave of absence, which implicate them in any immoral, ungentlemanly or improper conduct, not only injure themselves, but tend to bring the other cadets into ill repute. Hence, all such acts coming to the knowledge of the faculty will be dealt with accordingly.

The boys' sleeping rooms are open to inspection by parents at proper times, but as these rooms are the

FOOT-BALL SQUAD

boys' private apartments and dressing rooms, visiting in them cannot be allowed; large school parlors are set apart for that purpose.

So far as possible, parents should arrange to visit the school Saturday afternoons when cadets are ordinarily off duty. It is impossible for the Commanding Officer to grant permission to students to be absent from any duty in order to visit with parents or friends, and much of the time on other days is devoted to some work or pleasure which demands the presence of all the students. A reliable night watchman is always on duty from taps to reveille. He is required to keep close supervision of the buildings and grounds throughout the entire night.

Athletic and other purely student organizations are not published in this catalogue. They will be found in the school paper, "The Log Book," which is published by the students.

The Academy is always glad to refer to past and present patrons, any of whom will, we believe, gladly give hearty endorsement of and information about the school, its work and especially as to the class of students in attendance.

Letters and telegrams regarding cadets or school matters will be addressed directly to the Commanding Officer. Members of the faculty are at times absent, and communications addressed to them may be undelivered for several days.

Telegraph and telephone address, at all times, Lake Geneva, Wis.

Mail and express address, Walworth, Wis., except during summer, when mail is delivered, Rural Route, from both places.

Table of Employment of Time

REGULAR CALLS

6.00 A. M.	Reveille
6.30 A. M.	Physical Drill
7.00 A. M.	Breakfast and Recreation
8.00 A. M.	Chapel Service
8.15 A. M.	School
10.15 A. M.	Recreation and Guard Mount
10.45 A. M.	School
12.15 P. M.	Dinner and Recreation
1.15 P. M.	School
2.45 P. M.	Recreation
5.00 P. M.	Drill
6.05 P. M.	Supper and Recreation
7.00 P. M.	Study and Gymnastics
9.00 P. M.	Tattoo
9.15 P. M.	Taps

SPECIAL CALLS

4.30 P. M. (Wednesday)	Muster and Inspection
6.30 P. M.	Battalion Parade

Wednesday and Saturday are half-holidays; calls on these days and Sundays are therefore at different hours.

The above schedule of time varies at different seasons under the new change of time twice a year, but this gives a general idea of the day's program.

About eight hours of the day are assigned to study and recitation, one to physical and military drill, nine to sleep, leaving six for meals, recreation and make-up study.

On Wednesday, Saturday and Sunday the above schedule is changed, but all duties are performed with a strict regard to punctuality.

MACHINE GUNS—DISMOUNTED

Calendar

1922-1923

THE academic year consists of one session, commencing Wednesday, September 27, 1922, and closing Wednesday, June 20, 1923, with a furlough at Christmas of about three weeks.

The last week of the term is devoted to the taking of the College Entrance Board Examinations and students who do not take these examinations and whose records are clear are frequently able to leave for home earlier should they desire.

This Christmas furlough is the only regular vacation period during the school-year. Our experience has been that the ordinary vacation periods are apt to be far more detrimental than beneficial. We aim to make the Christmas period long enough for every student thoroughly to enjoy the holiday season, even though he may live at a distance, and then return ready to put forth his best efforts for the remainder of the school-year. Students may be granted a short leave of absence between April 1st and May 1st, the length depending upon their scholarship and conduct.

The Superintendent recognizes how natural it is for parents to desire their sons to be absent from time to time on recreation days and for special occasions. These requests cannot, however, be granted owing to the serious effect such absence would produce not only upon the individual boy, but upon other students who are remaining at the Academy and maintaining their routine life and work.

Award of Prizes

SCHOLARSHIP

GOLD CROSS
Corporal J. H. Davidson

SILVER CROSS
Corporal W. A. Simms

BRONZE CROSS
Sergeant O. R. Steffens

GREENEBAUM CIVICS MEDAL

Sergeant A. L. Shafton
Honorable Mention—Sergeant N. W. Kurz

SUPERINTENDENT'S CROSS

MOST SOLDIERLY CADET
Major L. H. T. Dehmlow, Jr.

INDIVIDUAL DRILL MEDALS

GOLD CROSS
Sergeant O. R. Steffens

SILVER CROSS
Sergeant E. C. Davis

LEWIS MARKSMANSHIP MEDAL

Sergeant H. P. Nelson

MELLUM MARKSMANSHIP MEDAL

First Sergeant J. B. Schuster

CHIDESTER SCHOLARSHIP BAR MEDAL

FIRST PERIOD
L. H. T. Dehmlow, Jr., 92%
Honorable Mention—W. Larrabee, III, 91%

SECOND PERIOD
J. H. Davidson, 94%
Honorable Mention—L. H. T. Dehmlow, Jr., 92%

THIRD PERIOD
J. H. Davidson, 91%
Honorable Mention—W. Larrabee, III, 91%

FOURTH PERIOD
D. E. Newhouse, 92%
Honorable Mention—J. H. Davidson, 92%

RIFLE TEAM—SECOND PLACE NATIONAL TROPHY AND ALSO ASTOR CUP

FIFTH PERIOD

J. H. Davidson, 93%

Honorable Mention—D. E. Newhouse, 92%

SIXTH PERIOD

W. A. Simms, 92 14/15%

Honorable Mention—J. H. Davidson, 92 9/10%

JEWELL INDIVIDUAL DRILL BAR MEDAL

Sergeant A. L. Shafton, May ,1922

Sergeant O. R. Steffens, June, 1922

MRS. DAVIDSON'S EFFICIENCY MEDALS AND TROPHY

"A" Company

COMPANY FIELD MEET—MYLREA CUP

"B" Company

YATES TRENCH TROPHY

"A" Company (Retained from 1921. No award 1922)

COMPANY BASKET BALL—STEINECKER CUP

"A" Company

CUTTER RACE—CHAPIN TROPHY

"B" Company

Sergeant C. N. Turner, Coxswain

Port		*Starboard*
O. R. Steffens	Stroke	J. B. Schuster
F. K. Champlin	Second Stroke	W. B. Baker
C. C. Barbee	Midthwarts	D. C. Eberson
R. A. Kesner	Second Bow	R. J. Anderson
W. A. Simms	Bow	J. L. Williams

TENNIS—SHAW CUP

"A" Company

Captain W. Larrabee, III

FROST FOOTBALL TROPHY

"B" Company

ROGERS SCHOLARSHIP STARS

First Period

1. L. H. T. Dehmlow, Jr., 92%
2. W. Larrabee, III, 91%
3. J. H. Davidson, 90%
4. A. L. Shafton, 89%
5. W. A. Simms, 88 1/5%

Honorable Mention

6. R. J. Anderson, 87 2/3%
7. C. M. Lake, 87 3/5%
8. R. E. Watson, 87%
9. J. A. Bailey, 86 4/5%
10. M. J. Abrahamson, 86 2/5%

Second Period

1. J. H. Davidson, 94%
2. L. H. T. Dehmlow, Jr., 92%
3. W. Larrabee, III, 91%
4. D. E. Newhouse, 90%
5. J. L. Williams, 89 4/5%

Honorable Mention

6. J. A. Bailey, 89%
6. E. C. Davis, 89%
8. W. A. Simms, 88 4/5%
9. J. F. Crofoot, 88 3/5%
9. A. L. Shafton, 88 3/5%

Third Period

1. J. H. Davidson, 91%
2. W. Larrabee, III, 91%
3. D. E. Newhouse, 90%
3. C. M. Lake, 90%
3. W. A. Simms, 90%

Honorable Mention

6. J. L. Williams, 89%
6. N. W. Kurz, 89%
6. L. H. T. Dehmlow, Jr., 89%
9. S. E. Weiss, 88%
9. M. J. Abrahamson, 88%

Fourth Period

1. D. E. Newhouse, 92%
2. J. H. Davidson, 92%
3. L. H. T. Dehmlow, Jr., 91%
4. S. E. Weiss, 90%
4. R. J. Anderson, 90%

Honorable Mention

6. W. A. Simms, 90%
7. A. L. Shafton, 89%
7. E. C. Davis, 89%
7. J. M. Wineman, 89%
7. N. W. Kurz, 89%

Fifth Period

1. J. H. Davidson, 93%
2. D. E. Newhouse, 92%
2. W. A. Simms, 92%
4. E. C. Davis, 91%
4. A. L. Shafton, 91%

Honorable Mention

6. R. J. Anderson, 90%
6. J. F. Crofoot, 90%
6. L. H. T. Dehmlow, Jr., 90%
6. W. Larrabee, III, 90%
10. S. E. Weiss, 89%

Sixth Period

1. W. A. Simms, 92 14/15%
2. J. H. Davidson, 92 9/10%
3. E. C. Davis, 92%
4. D. E. Newhouse, 91 4/5%
5. W. Larrabee, III, 91 2/5%

Honorable Mention

6. N. W. Kurz, 91%
7. L. H. T. Dehmlow, Jr., 90 3/5%
8. S. E. Weiss, 90 1/5%
9. R. J. Anderson, 90%
9. J. L. Williams, 90%

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